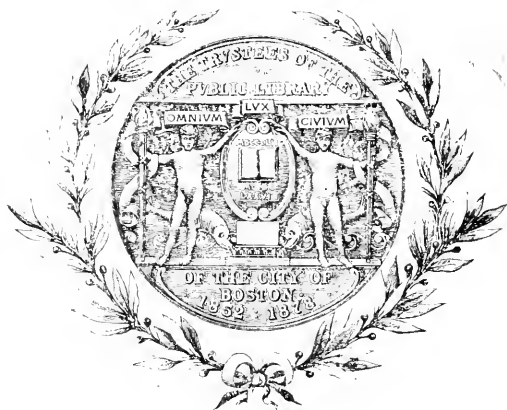




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ANNUAL REPORT

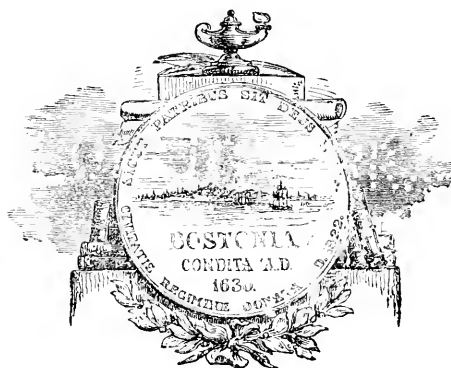
OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON,

1891.



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REPORT.

The committee appointed to prepare the annual report of the School Committee for the year 1891 respectfully submit the following report: —

The custom of committees on the annual report for several years past seems to us a wise one. We therefore present a general statement of the condition of the schools, and of the most important subjects which have received the attention of the Board during the year. The reports of the Superintendent, Board of Supervisors, and of the regular and special committees of the Board, — some of which are appended to this report, — contain much valuable and interesting information, and deserve careful perusal and consideration.

STATISTICS.

It has been the custom to give, in the annual reports, for the purpose of comparison, statistics, showing the number of schools of various grades, the number of teachers employed, and the number of pupils attending the schools. These statistics for the past year are as follows: —

Number of persons in the city between five and fifteen
years of age, May 1, 1891 73,032

Whole number of different pupils registered in the public schools during the year ending June 30, 1891 : —

Boys	36,218
Girls	32,745
Total	<hr/> 68,963

REGULAR SCHOOLS.

<i>Normal School.</i> — Number of teachers	9
Average number of pupils belonging	171
Average attendance	164
<i>Latin and High Schools.</i> — Number of schools	10
Number of teachers	116
Average number of pupils belonging	3,181
Average attendance	2,994
<i>Grammar Schools.</i> — Number of schools	55
Number of teachers	731
Average number of pupils belonging	31,181
Average attendance	28,418
<i>Primary Schools.</i> — Number of schools	468
Number of teachers	468
Average number of pupils belonging	24,229
Average attendance	20,938
<i>Kindergartens.</i> — Number of schools	31
Number of teachers	56
Average number of pupils belonging	1,742
Average attendance	1,244

SPECIAL SCHOOLS.¹

<i>Horace Mann School for the Deaf.</i> — Number of teachers,	11
Average number of pupils belonging	87
Average attendance	75

¹ There are five Manual Training Schools and eight Schools of Cookery, but as the pupils of the regular public schools attend them they are not included in these tables.

<i>Evening Schools.</i> — Number of schools	17
Number of teachers	158
Average number of pupils belonging	4,920
Average attendance	2,995

<i>Evening Drawing Schools.</i> — Number of schools . .	5
Number of teachers	24
Average number of pupils belonging	562
Average attendance	483

<i>Spectacle Island School.</i> — Number of teachers . .	1
Average number of pupils belonging	15
Average attendance	15

RECAPITULATION.

Number of schools : —

Regular	565
Special	24

Number of teachers : —

In regular schools	1,380
In special schools	194

Average number of pupils belonging : —

In regular schools	60,504
In special schools	5,584

Average attendance : —

In regular schools	53,758
In special schools	3,566

EXPENDITURES.

In January, 1891, the School Board forwarded to His Honor the Mayor the estimates of expenses for the public schools for the financial year 1891-92, exclusive of the expenses for furniture, repairs, alterations, and the erection of new school-houses.

The amount asked for was \$1,744,600. In February, 1891, the School Board forwarded to His Honor the Mayor the estimates of expenses for furniture, repairs, and alteration of school-houses for the financial year 1891-92, which called for the sum of \$379,600. The City Council changed the financial year, which hereafter will end January 31, of each year, instead of April 30. The appropriations therefore granted were for the nine months ending Jan. 31, 1892. The City Council granted the School Committee for expenses of the public schools for the nine months, ending Jan. 31, 1892, the sum of \$1,500,000, which was nearly three-fourths of the amount asked for, exclusive of the amount requested for extraordinary repairs.

It has been customary to present, in the annual reports of the Board, the figures of the financial year ending the first day of the preceding May.

The following table shows the expenditures made by the School Committee, the number of pupils, and the average cost per pupil, as incurred by them since the reorganization of the Board — a period of fifteen years: —

Year.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per pupil.
1876-77 . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,413,511 66	73,278 56	1,340,233 10	57,554	23 29
1883-84 . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,483,237 20	31,213 34	1,452,023 86	61,259	23 74
1886-87 . .	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88 . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89 . .	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90 . .	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91 . .	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53

It will be seen from the above table that the expenses of the School Committee the past year, exclusive of repairs, alterations, etc., of school-houses, were 7 cents more per pupil than for the previous year.

The expenses for furniture, repairs, etc., of school buildings have remained about the same per pupil for the past four years.

The following table shows the amount expended for items under the direction of the Public Building Department for repairs needed and furniture furnished the schools for the past fifteen years:—

Year.	Expenditures, Pub. B'lding Com.	Income.	Net Expenditures, Pub. B'lding Com.	No. of Pupils.	Rate per pupil.
1876-77 . .	\$165,876 72	. . . . .	\$165,876 72	50,308	\$3 30
1877-78 . .	126,428 35	. . . . .	126,428 35	51,759	2 45
1878-79 . .	114,015 32	. . . . .	114,015 32	53,262	2 14
1879-80 . .	98,514 84	. . . . .	98,514 84	53,981	1 82
1880-81 . .	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82 . .	178,008 88	247 50	177,761 38	55,638	3 19
1882-83 . .	189,350 83	231 00	189,119 83	57,554	3 29
1883-84 . .	186,852 18	300 00	186,552 18	58,788	3 17
1884-85 . .	198,059 11	526 50	197,532 61	59,706	3 31
1885-86 . .	188,435 63	137 50	188,298 13	61,259	3 07
1886-87 . .	171,032 71	295 92	170,736 79	62,259	2 74
1887-88 . .	243,107 89	221 00	242,886 89	62,226	3 90
1888-89 . .	251,736 17	153 00	251,583 17	64,584	3 90
1889-90 . .	262,208 75	850 20	261,358 55	66,003	3 96
1890-91 . .	263,860 16	208 00	263,652 16	67,022	3 94

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil.

The expenses of the School Committee as compared with the year previous present an increase of \$29,536 31. The expenses incurred under the direction of the Superintendent of Public Buildings, for furniture, repairs, etc., of school-houses, were increased \$2,293.61, thereby increasing the total net expenditures \$31,829.92.

In addition to the above-mentioned expenditures, there was expended for new school-houses the sum of \$172,523.90.

NORMAL SCHOOL.

The change in the course in this school from one year to a year and a half, which was made three years ago, and the addition to the corps of teachers of a sub-master and special teachers of drawing and kindergartening, have already produced marked results. Since the changes, two classes have been graduated, one in January, 1890, numbering 97, and one in January, 1891, numbering 65. The last report of the school states: "The wisdom of the changes in the course of instruction is shown in the increased efficiency of the graduates."

There is an increasing demand for teachers possessing the requisite qualifications to fit them for the work in the new departments which have been added to the school curriculum — as, for example, the elementary work in manual training, including sloyd, clay modelling, etc., and in physical training. This must be considered a part of the educational training of our teachers, and for this work we look to our Normal School. In this connection the suggestion contained in the report of the Normal School, of adding another half-year to the term in that school and providing elective courses in special subjects, is, in our judgment, a wise and timely one, and worthy of careful consideration.

An order was introduced into the Board early in the year "that the Normal School be so arranged that young men may enter and join the young women in the same course of study." The Corporation Counsel was requested to give his opinion on the

following question : "Is the School Board empowered to admit young men to the Normal School, or must this authority come through the City Council?" The Corporation Counsel sent the following opinion to the Board : —

CITY OF BOSTON,
OFFICE OF THE CORPORATION COUNSEL,
Nov. 6, 1891.

To the School Committee of Boston : —

GENTLEMEN, — I am requested by you to give my opinion upon the following question : —

Is the School Board empowered to admit young men to the Normal School, or must this authority come through the City Council?

Schools other than those required by law must be established by the town or city, and in considering the question it is necessary to ascertain for what purpose the present Normal School was established and has been maintained.

The Normal School seems to have been established by the city in 1852, by the following order of the City Council : "Ordered, That a Normal School be established in the Adams School-house (Mason street) as a part of the system of public schools, for the purposes set forth in the report of the School Committee, being City Document No. 32 for the present year." On referring to the report of the School Committee I find that the Normal School therein recommended was for girls only, as appears from the following quotation : "The pupils would be the daughters of our own citizens with their homes and affections here." The report of the Committee on Public Instruction which accompanied the order establishing the school contains the following language : "A Normal School, forming a part of our system of public instruction, would enable the active and energetic young women of Boston to qualify themselves to compete successfully for the places of teachers in our schools, and would thus secure the annual distribution of from \$60,000 to \$70,000 among the daughters of our own citizens." I cannot doubt that it was the intention of both the School Committee

and the City Council of 1852 to establish a Normal School for women only. The school established by these votes was afterwards connected with the Girls' High School, and was separated from it by vote of the School Committee in 1873. Some doubts having arisen concerning its legality, these acts and orders of the City Council and School Committee were ratified and confirmed by the Legislature in Chapter 167 of the Acts of 1874, so that there can now be no doubt of the validity of the orders establishing the school. In my opinion the Normal School thus established is for women only, and young men cannot be admitted to it without authority being given by the City Council for the establishment of a Normal School for both sexes.

Respectfully submitted,

THOMAS M. BABSON,

Corporation Counsel.

The Committee on Normal School, to whom the subject had been referred, submitted a report to the Board, November 24, stating that "in the light of the facts collated, we are of the opinion that young men should not at present be permitted to enter our Normal School." This report was accepted by the Board, and the recommendation of the committee adopted.

The question of providing increased accommodations for the Normal School becomes more pressing. The proposition to connect the present buildings of the grammar and primary departments appears feasible and economical. This would give six or eight additional rooms and provide for the use of vacant rooms in the third story of the primary building on Appleton street.

LATIN AND HIGH SCHOOLS.

The city maintains ten public high schools, including the two Latin Schools.

The revised courses of study for these schools were adopted by the Board, and went into effect in September last. The subject of instruction in history in the high school received considerable attention of the Board of last year. A special committee was appointed in September, 1890, to consider the subject, and that committee submitted a report to the Board, in October of that year. The report was discussed, and finally referred to the Board of this year. A special committee was appointed, consisting of the members of the Committee on Text-Books and the Committee on High Schools to whom the subject was referred. This special committee reported in March, 1891, submitting the following orders : —

1. *Ordered*, That, beginning in September, 1891, the topical method, so called, be adopted as the method of teaching history in the Latin and High Schools.

2. *Ordered*, That the Board of Supervisors be directed to revise the Special Topics of the Course of Study in History, found in the appendix to School Document No. 29, 1877.

3. *Ordered*, That the revised "Special Topics," after having been approved by the Committee on Examinations and by the School Board, be issued as a School Document, to be used as the basis of the instruction in history in the Latin and High Schools.

4. *Ordered*, That the selection of reference-books in history be referred to the Committee on Text-Books.

5. *Ordered*, That the Committee on Supplies be authorized to expend the sum of five hundred dollars for the purchase of books of reference in history, after the same shall have been approved by the Board.

The report was adopted, and the orders passed. Subsequently the Committee on Text-Books submitted a list of reference-books in history to carry out the plan recommended in the above orders, and the books were adopted by the Board.

It is gratifying to the committee to record the fact that at last the new building for the Roxbury High School has been completed and occupied. The work of the school has been interfered with to a great extent by the lack of accommodations, and by the necessity of resorting to annoying expedients of placing classes in other school buildings and in hired rooms.

GRAMMAR SCHOOLS.

The number of grammar schools remains the same as for last year, namely, fifty-five. The average number of pupils belonging for the year ending June 30, 1891, was 31,181, and the average attendance was 28,418. The number of diploma graduates in June, 1891, was 2,413.

The revised course of study went into effect in September last.

In March of this year, the Board, on the recommendation of the Committee on Nominations, passed an order "that the Board of Supervisors be directed to present a report to the Board on the subject of promotions in and classification of the grammar and primary schools, with such recommendations as they may deem desirable." The Superintendent in his reports for the past two years has given some very valuable information in relation to the subject of pro-

motions. The subject of promotions and classification of schools needs investigation. If it be found that, all things considered, the present classification is the best that can be reasonably expected, it will be the means of settling some doubts. If, on the other hand, it be found that the present classification and system of promotions are not the best, it will enable the Board to make the needed changes to secure proper improvements. The time will be well and judiciously spent in either case.

A few years ago the subject of "recess or no recess" in the grammar and primary schools received considerable attention by the Board. Orders were passed authorizing certain schools to dispense with the morning recess, and shorten the morning session by dismissing the pupils at a quarter before twelve o'clock, M. There was no amendment of the regulations, and we believe the "no-recess" plan was not generally adopted. By the adoption of the revised courses of study the Board has determined that there shall be recesses in the grammar and primary schools. The morning session is to begin at nine o'clock and close at twelve o'clock, and there must be a recess "for withdrawals from the room, for the ventilation of the class-rooms, and for recreation. If for any reason the recess should be shortened or omitted, the time for the same must be given to physical training."

PRIMARY SCHOOLS.

The average number of pupils belonging to the primary schools for the year ending June, 1890, was

24,229, and the average attendance was 20,938. Two examinations of the first classes in the primary schools for promotion to the grammar schools have been held during the year, one in January and the other in June. The number of pupils promoted to the grammar schools in January was 421, and the number promoted in June was 5,415.

At the meeting of the School Board, held November 24, on the recommendation of the Board of Supervisors, indorsed by the Committee on Examinations, the following order was passed by the Board:—

Ordered, That the examinations of the first classes of the primary schools for promotion to the grammar schools be omitted next January ; and that, under the direction and with the approval of the Committee on Examinations, the next mid-year promotions to the grammar schools, if any, be made by the supervisors of those schools, in consultation with the principals thereof.

For several years past we think the feeling has grown that the mid-year uniform written examination of the first classes of the primary schools for promotion to the grammar schools is unnecessary. There will, undoubtedly, be in some districts a few pupils who ought to be promoted from the primary schools to the grammar schools in February, but this can readily be accomplished by some less expensive and time-saving means than by continuing the uniform written examinations.

KINDERGARTENS.

There are at present 31 kindergartens, instructed by 56 teachers. The increase in the number of schools has not been so rapid as might be desired, but the appropriations have been such as would permit of a comparatively small number of new kindergartens. The success and popularity of these schools is undoubted, and the requests for their establishment continue unabated. It is the purpose and desire of the committee in charge to provide at least one kindergarten in every grammar-school district in the city.

EVENING SCHOOLS.

The city maintains one Evening High School, with two branches, one in Charlestown and the other in East Boston. There are sixteen Evening Elementary Schools. The whole number registered in all the evening schools during the term, October, 1890, to March, 1891, was 8,568 ; the average whole number belonging was 4,920, and the average attendance was 2,995. Since the adoption of the courses of study the standard of instruction in the evening schools has been greatly advanced. The attendance is much more regular than formerly, and the interest seems greater on the part of the pupils. Last March, at the close of the term, diplomas were awarded to the pupils in the evening elementary schools who had completed the course.

It is a well-known fact that a large number of the pupils leave the grammar schools before completing

the course of study. If these pupils might be induced to attend the evening schools, and the course of study so arranged that they might be enabled to go on with their grammar school studies, it would be a very desirable and great improvement.

In addition to the regular evening schools there are five evening drawing schools in this city. The instruction includes both free hand and mechanical drawing, and in the Charlestown school a course in ship-draughting is given.

The whole number of pupils registered the last term, in the evening drawing schools, was 946 ; the average whole number belonging was 562 ; and the average attendance was 483.

COURSES OF STUDY.

During the past year the revision of the courses of study has been completed. The revised primary school course went into effect in September, 1890. At the opening of the schools in September, 1891, the revised course for the Grammar, High, and Latin Schools went into effect. The course of study for the Normal School has recently been rearranged and can be found in detail in the catalogue for that school for 1891. (School Document, No. 5, 1891.) In the revision of the courses of study, two important matters have received special attention — moral training, and the study of Physiology. In the former courses there has been no special mention of or assignment of time to moral training. The general regulations of the public schools contains the fol-

lowing : "The morning exercises of all the schools shall begin with the reading in each class-room, by the teacher, of a portion of Scripture without note or comment." "Good morals being of the highest importance to the pupils, and essential to their progress in useful knowledge, instruction therein shall be given in all the schools. It shall be the duty of the instructors to secure good conduct and a proper deportment on the part of their pupils, both in school and out, and especially in going to and returning from school." In the revised course of study special provision is made for instruction in morals and manners and time assigned for such instruction.

The revised courses also recognize and provide for more definite work in Physiology with special reference to carrying out the law relating to the effects of alcoholic stimulants and narcotics. The directions relative to the instruction in this all-important branch of study in our schools are explicit. All the pupils are to receive such instruction. The Board has further provided for the fulfilment of the law relative to instruction concerning the effects of alcoholic stimulants and narcotics in the adoption of text-books prepared with special reference to such instruction.

Physical training and manual training have received special consideration, and are now included in the courses of study and time assigned with special directions concerning the instruction to be given. These special branches of study are mentioned because they are now placed in the courses of study in positions which their importance demands.

MANUAL TRAINING.

The revised courses of study for the primary and grammar schools provides for a definite time to be devoted to sewing, cooking, and other branches of manual training. The course of study prescribes that instruction shall be given in clay-modelling, paper-folding and cutting, sewing on cloth in colored threads and worsteds, stick-laying, and light cardboard constructive work. To facilitate this work the Board appointed, in February, 1891, Misses Caroline F. Cutler and Emily B. Stodder, special teachers of manual training. These ladies are to give lessons to the teachers of the primary schools in the departments mentioned above, and it is hoped that all the teachers of the primary schools will soon be able to give the instruction called for in the course of study.

In the grammar schools the course of study provides for a definite time to be devoted to manual training. The course in this branch is as follows: —

MANUAL TRAINING.

The relation of Manual Training to the study of Elementary Science is intimate and essential. Moreover, the relation of both to other departments of school-work — especially to language, geography, and drawing — is so close as to result in mutual helpfulness and in economy of time and effort.

The exercises in Manual Training are a means not only of physical and intellectual, but also of moral culture. They train to habits of accuracy, neatness, order, and thoroughness; they make a helpful occupation for otherwise unemployed time, or a relaxation from less pleasurable work; they present an incentive to good work in all directions; and offer at all times and in all connections a moral stimulus and preparation for usefulness at home and in the community.

Classes VI., V., IV.*2 hours a week.***SEWING, LIGHT TOOL-WORK, OR CLAY-MODELLING.**

NOTE 1: All the girls in Classes VI., V., and IV. are to spend two hours a week in sewing. If, however, any girl shall have passed a satisfactory examination in sewing, she will be allowed to substitute for it some other branch of Manual Training.

Classes III., II.*2 hours a week.***COOKERY, CARPENTRY, OR CLAY-MODELLING.**

NOTE 2: Every girl is to pursue a course of twenty lessons of two hours each in cookery, as a regular part of the work either of Class III. or of Class II. But a girl who shall have passed a satisfactory examination in cookery will be allowed to substitute for it some other branch of Manual Training.

NOTE 3: If the whole or a part of the time assigned to specified branches of Manual Training be not used therefor, such time may be given to any other of its authorized branches.

Class I.*2 hours a week.***DRAUGHTING AND CUTTING, CARPENTRY, OR CLAY-MODELLING.**

See note 3.

The girls in the grammar schools have received instruction in sewing for many years. The regulations of the public schools provide that "instruction shall be given in sewing twice a week, for one hour at a time, to the fourth, fifth, and sixth classes of girls in the grammar schools; and such instruction may be extended into other classes by the Board, on the joint recommendation of the Committee on Sewing and the Division Committee of the school

where such extension is proposed." Under the provisions of the regulations, instruction in sewing has been extended to the upper classes in several of the girls' schools, and dress draughting and cutting has been taught in some of the first classes of girls' schools. Under the revised course, the work in sewing will probably be more definitely laid out, and a greater uniformity in method and purpose secured.

The introduction of the schools of cookery as a part of the public-school system dates from Sept. 1, 1888, when the city assumed charge of the school of cookery in the Tennyson-street school-house ; Mrs. Hemenway, who had maintained the school for several years at her individual expense, making a gift to the city of all the fittings and paraphernalia. From that time to the present, as the limited appropriations which could be obtained for the purpose permitted, other schools of cookery have been established. There are at present seven of these schools in successful operation. The Committee on Manual Training Schools, in their last report (School Document No. 15, 1891), state that in order to properly instruct the girls in the grammar schools in cooking, it will be necessary to provide at an early day for additional schools of cookery. It is not considered wise or necessary to have rooms fitted in every girls' grammar school devoted to the purpose, but a sufficient number of cooking schools should be established, so that schools can be arranged in groups, and the girls not required to travel such long distances. It is suggested that fifteen of these

schools will be sufficient for the present. Eight schools of cookery have been established, and it is expected that the new school-houses now in process of erection will provide three more. It will be, therefore, necessary to ask for appropriations in 1892 sufficient for four more, the estimated cost of which will be about \$750 each.

It has been deemed advisable to appoint some one authorized to have the work of the schools of cookery under constant oversight, and to see that the standard work in each school is of the highest. The Board were so fortunate as to find in our corps of teachers one who was qualified for this position, and in September appointed Miss Amabel G. E. Hope, principal of cooking schools.

The Committee on Manual Training Schools recommend in their report that manual training in wood-working for boys be introduced into all the grammar schools as speedily as possible. It has been decided, after due and careful consideration, that it will be wiser to take one class at a time, and to begin with the second classes of the boys' schools throughout the city. This will require eight teachers and fourteen shops. There are five of these shops now in operation, and three more are included in the furnishing of the new buildings now being erected, which will leave but six more to be provided. It is estimated that the cost of furnishing each shop is about \$850. The six shops needed would therefore cost \$5,100. There are at present four instructors, and four more will be required. If the salaries of these new teachers were fixed at \$800 each per

annum, it would make a yearly increased expense of \$3,200. It would therefore be necessary to ask for an increased appropriation in 1892 of \$8,300 to successfully establish and operate the new shops.

It is not to be understood that because the boys are provided with instruction in wood-working now, that the girls are to be debarred from such instruction. The boys should be provided for first, but we trust that at no distant day instruction in wood-working will be given to the girls also.

During the year the City Council have appropriated one hundred thousand dollars for the Mechanic Arts High School. The land has been purchased, and the plans for the building are now being prepared, and it is hoped that before many months shall have passed the building will be ready for occupancy. A plan of a course of study for this school was presented in the report of the Superintendent of Schools in his report to the Committee on Manual Training Schools, contained in the report of that committee for 1889. (School Doc. 15, 1889.)

We look upon the progress in the department of manual training of the past year or two with great satisfaction. The experimental stages have been passed with profit and encouragement, and we have now begun the practical application of our knowledge and experience. The placing of this department as a regular branch in our school curriculum will require the closest attention the next few years to prevent mistakes, but we believe its ultimate success is almost assured, and that it will become one of the most beneficial branches of instruction in our schools.

PHYSICAL TRAINING.

The need of increased attention to the subject of the physical welfare of our school children has been so ably and repeatedly presented in the recent reports of the Board, and in other publications, as to need no extended notice here. It is also unnecessary for us to repeat the historical statements of the introduction and progress of physical training in our public schools. During the past few years the subject has received especial consideration. The reports of the special committees of the Board, of the Superintendent and Board of Supervisors, upon this matter, and the publications of the proceedings of the Physical Training Conferences held in our city under the auspices of Mrs. Hemenway, have been of inestimable value to us in our consideration of this important branch of our school work. It was clearly evident that something should be done, and the Board has taken up the matter with a determination to free our schools from any just criticism of neglect. In June, 1890, the Board ordered "that the Ling, or Swedish, System of Educational Gymnastics be introduced into all the public schools of this city." In November, 1890, the Board elected a Director of Physical Training, who entered upon the duties of his office Jan. 1, 1891. Thus were taken the first definite steps toward providing for some thorough, systematic instruction in physical training. Director, teachers, and pupils have taken up the work in an earnest manner, and we find everywhere a sincere desire to place physical training in its proper high position

in our schools. We look forward with interest to the report of the Director on the work of the past year, and his plans and suggestions for the future.

SCHOOL-HOUSES.

It has been the custom of the School Board not to ask for a new school-house until it was absolutely needed. The City Council were asked for an appropriation, and with the large demands made upon them for appropriations for all the different departments of the city, it was not unusual that a considerable time would elapse before the desired amount could be obtained. After the appropriations were made, the selection and purchase of sites, the preparation of plans, and the erection of the buildings were accompanied with delays; so that before one new building was placed in the hands of the School Board ready for occupancy, others were needed. As time passed, and the need of additional buildings was demonstrated, and the supply being slow and uncertain, it became apparent that the city was much in arrears relative to needed school buildings.

Early in 1889 the Board, by special inquiry, ascertained through the Committee on School-Houses, that a large number of new school-houses were imperatively needed. Selecting from a long list of the wants of different sections those which were most pressing, the Board asked the City Council to appropriate a sufficient sum for the purchase of sites for new buildings. The City Council, convinced of the necessity of immediate action and with a ready in-

terest, granted the appropriations asked for, and subsequently granted additional appropriations. The lots for nine new grammar and primary school-houses were purchased. This was the beginning of a determined effort on the part of the City Government and the School Board to provide for the children of our city the proper and needed accommodations which had been lacking for years.

Since the first effort in 1889, sites have been purchased for eighteen new grammar and primary school-houses, and for the new Mechanic Arts High School. The money has been appropriated for thirteen of the buildings, including the Mechanic Arts High School, and of these latter two or three are nearly completed.

In no small measure is this very satisfactory condition of things due to the City Council. By far the greater responsibility is theirs, and the liberal and generous policy they have assumed, and the ready and hearty interest they have manifested in regard to our public schools, deserve the united thanks of the people of our city. It is the hope and conviction of this Board that the City Council will not hesitate or allow any obstruction to prevent the completion of the buildings now needed, and that on the completion of these buildings a wise and judicious policy may be established of supplying each year at least one new grammar and one or two new primary school-houses.

MEDICAL INSPECTORS.

At the last meeting of the School Committee in June, 1891, the following communication from the Board of Health was received:—

HEALTH DEPARTMENT, 12 BEACON ST.,
BOSTON, June 22, 1891.

To the Honorable School Committee:—

GENTLEMEN. — It has seemed to the Board of Health desirable that each school in Boston should have daily medical inspection, for the purpose of giving personal and timely advice for the suppression and prevention of disease among the pupils.

The Board of Health has an appropriation therefor, and desires to appoint fifty suitable physicians for the purpose of making this inspection, beginning with the reopening of the schools in September next.

Should this proposition meet the approval of the School Committee, its formal consent to the carrying out of the same is hereby respectfully solicited.

Early action is respectfully asked, as it is desired to arrange the full details of this scheme during the summer vacation.

Very respectfully,

THE BOARD OF HEALTH,

S. H. DURGIN,

Chairman.

This communication was referred to the Committee on Hygiene, with full powers. The Board had adjourned for the summer, and the Committee on Hygiene were of the opinion that the matter was of too much importance to be hastily acted upon, and they also had some doubts as to the power of the School Committee to act. They, therefore, were obliged to wait until the Board met in September,

when they submitted their report to the effect that, in their judgment, the School Committee had no power to approve the appointments of medical inspectors, or even the plan proposed by the Board of Health. The committee based their opinion on the opinions of the City Solicitor, which were submitted to the Board when the subject of the appointment of a medical inspector was proposed by the School Committee. The committee further expressed, in their report, other questions of expediency as to the proposed action. This report was accepted by the Board, and their recommendation that the School Board do not approve of the suggestions made by the Board of Health was adopted. Subsequently the action of the Board was reconsidered, and the report of the Committee on Hygiene was laid on the table and assigned for consideration at the next meeting. At the next regular meeting of the Board, held October 13, the subject was taken up, and Dr. Samuel H. Durgin, Chairman of the Board of Health, appeared before the School Committee and explained the proposed plan of the daily medical inspection of the schools. The subject was discussed, and a special committee of three members was appointed "to confer with the Board of Health as to the formulation of a plan to be followed by the medical inspectors who may be appointed, and also to obtain the opinion of the Corporation Counsel as to the power of the School Board in the premises." This special committee submitted their report to the School Board, Nov. 24, stating that they had conferred with the Board of Health,

from whom they had received the following communication: —

OFFICE OF BOARD OF HEALTH,
BOSTON, Nov. 10, 1891.

Dr. William A. Dunn, Chairman Special Committee:—

DEAR SIR, — The plan for medical inspection of the schools is, in brief, substantially as follows: —

A sufficient number of physicians are to be selected to visit every school daily and examine such pupils as may be under any suspicion of being ill or of coming from families in which there may be illness of a contagious or infectious nature. Certificates for the return of children to school, after illness, are to be given by these medical officers as far as may be lawful and expedient. All questions pertaining to contagious or infectious diseases among pupils, or in the families of the pupils, and all questions pertaining to the general hygiene of the schools will receive such attention from these medical officers as may be given without interruption or disturbance in the school work. No authority is to be exercised by said officers.

For the Board of Health,

S. H. DURGIN,
Chairman.

This communication was submitted to the Corporation Counsel by the special committee with the statement that "these medical inspectors are to be appointed and paid by the Board of Health," and requesting his opinion on the following points: —

1. Has the School Board authority to grant said permission?
2. If it has the authority, and the permission is granted, would the School Board be responsible for the acts of these medical inspectors?

The opinion of the Corporation Counsel was as follows: —

CITY OF BOSTON,
OFFICE OF CORPORATION COUNSEL, Nov. 23, 1891.

Messrs. Wm. A. Dunn, Russell D. Elliott, Thos. J. Emery: —

GENTLEMEN, — In reply to your communication of the 21st inst., in which you ask me two questions, I would say that the School Board has authority to grant permission to medical inspectors, appointed and paid by the Board of Health, to visit the school and school-houses under the charge of the Board. The School Committee or any of its members would not be responsible for the acts of these medical inspectors.

Yours very truly,

THOMAS M. BABSON,
Corporation Counsel.

The special committee closed their report with the recommendation that the following order ought to pass: —

Ordered, That the request of the Board of Health to appoint a number of medical inspectors of the schools be granted, the School Board assuming no responsibility.

This report was laid on the table and ordered to be printed.

Your committee have thus presented this general statement of the action of the Board on this subject, it being in their judgment one of the most important measures that have occupied the attention of the Board during the year. As the matter is now before the Board for consideration, this committee do not consider it within their province to express in this report their own views on the subject.

TRUANT SCHOOL.

Another year has passed, and the truant school still remains at Deer Island. In the judgment of this Board, Deer Island never has been, and never will be, the proper place for the detention of truants and absentees from school. June 14, 1886, an Act was approved (Chapter 282 of the Acts of 1886) requiring the city, upon the request of the School Committee, to "establish on the mainland, at some place removed from institutions occupied by criminal or vicious persons, a parental school for the confinement, discipline, and instruction of minor children convicted in the County of Suffolk, under sections ten and twelve of chapter forty-eight of the Public Statutes."

The School Board has each year sent one or two requests to the City Council to establish a parental school in accordance with the law above referred to. That such a school is needed is, we think, beyond question. The need of a parental school has been so frequently referred to in the reports of the Board that the facts are too well known to require any extended remarks in this report. We sincerely trust that the City Council of 1892 will find it possible to provide a parental school in accordance with the law.

It becomes the painful duty of your committee to record the death of two faithful and earnest public servants. Mr. Stillman B. Allen, late a member of the Board, died June 9, 1891. Though but for a brief term he was permitted to join our counsels and take

active part with us, he won our esteem and respect. His high character, his love for little children, and his deep interest in our public schools made his presence welcome in our Board, and his memory will ever be cherished in pleasant remembrance.

Mr. James F. Blackinton, late master of the Emerson School, died Jan. 7, 1891. During his long service of more than forty years in our public schools, — the last twenty-five years as master of the Emerson School, — Mr. Blackinton discharged the trusts of his office with diligence, good judgment, and fidelity. As a teacher he was respected and beloved for his manliness and sympathetic interest. As a friend he was highly esteemed for his dignity and courtesy. As a man he was sincerely honored for his sterling worth, his conscientious integrity, and his faithful Christian character. By his decease the city, the schools, and the cause of public education have lost a faithful and devoted servant.

ELIZABETH C. KELLER,
JAMES A. McDONALD,
CHIOATE BURNHAM.

ELEVENTH ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

CITY OF BOSTON.

MARCH, 1891.

REPORT.

To the School Committee:

The Superintendent of Public Schools respectfully submits his eleventh annual report.

STATISTICS.

The principal items to be found in the statistical tables appended to this report are here given side by side with the corresponding items from the statistics of former years, so that comparisons may be made easily.

The whole number of pupils belonging to all the day schools on the 31st day of January, each year:

1887.	1888.	1889.	1890.	1891.
58,432	58,471	61,100	60,502	60,994

The whole number of pupils belonging to each grade of day schools on the 31st day of January, each year:

Normal School:

98	122	170	178	176
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Latin and High Schools:

2,786	2,934	3,033	3,090	3,274
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Grammar Schools:

30,592	30,795	31,407	31,347	31,504
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Primary Schools.

24,956	24,620	25,416	24,421	24,462
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1887.	1888.	1889.	1890.	1891.
Kindergartens:				
—	—	1,074	1,466	1,778

The average number of pupils belonging to all the day schools during the five months ending January 31st, each year:

58,173	58,223	60,126	60,367	60,919
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The average number of pupils belonging to each grade of day schools during the five months ending January 31st, each year:

Normal School:				
109	124	153	183	188

Latin and High Schools:				
2,835	2,975	3,082	3,213	3,322

Grammar Schools:				
30,689	30,840	31,448	31,777	31,675

Primary Schools:				
24,540	24,284	24,467	23,832	24,035

Kindergartens:				
—	—	976	1,362	1,699

The average number of pupils belonging to the special schools during the time such schools were in session to January 31st each year:

Horace Mann School for the Deaf:				
75	72	76	89	85

Evening High:				
1,389	1,274	1,473	1,998	2,132

Evening Elementary:				
2,034	2,085	2,330	2,968	3,243

1887.	1888.	1889.	1890.	1891.
Evening Drawing:				
570	557	557	559	628
Spectacle Island:				
18	15	22	22	15

PROMOTIONS.

After the usual tables in the Appendix is inserted a table (the last but one) showing the results of a special inquiry made last October for the purpose of learning how many children then in the schools had been in the same grade for a year or more. The form of questions was (1) how many children now, Oct. 10th, 1890, in each class? (2) how many of these were in any division of said class in October 1889? The answers disclosed the number of children in each class who had not been promoted from one class to another for a full year or more. It will be observed that the number of these non-promoted children is much larger in some districts than in others; also, that there are many more of them in the lower classes than in the upper. Taking the whole city together there were of non-promoted children in the first class grammar 60; in the second 342; in the third 500; in the fourth 518; in the fifth 747; in the sixth 734; in the ungraded 349; in the first class primary 277; in the second 765; and in the third 2,050. Why are there so many non-promoted children? Why so many who are required to spend a year and a half or two years in one grade? That there should always be some who from sickness or

other good reasons stay more than a year in a grade, is naturally to be expected. But cases of this kind would appear in all the schools about equally; while it is the great inequalities that provoke inquiry. Why so many non-promoted in one school; and in another, not dissimilarly circumstanced, so few? Has inefficient teaching anything to do with the matter? If so, the supervisors should regard the appearance of large bodies of non-promoted pupils as an indication that the teachers needed visitation. Or again, has the setting up of unreasonable standards anything to do with the matter? Why are boys and girls who are old enough to graduate from the grammar school and who with a little pains could be made to know enough, kept back in the second class? Why should they be compelled to stay another whole year in a grammar school because the first class room is not large enough to seat them; or because it is not convenient to have parts of the graduating class in two rooms; or because their scholarship is not up to a certain high standard required in some schools — but not in all — for admission to a “gilt-edged” graduating class? Why should so many of our boys and girls be required to spend seven or eight years on a course of study supposed to cover but six years? Is the course still too hard? Or is teaching skill inadequate? Or are the standards set for promotion unreasonably high? Or are children kept back for unsatisfactory conduct? or for deficiency in some one branch? or for the “good of the school”? Are the interests of the children sacrificed for the reputation of the school in

any way? These questions outline a field of inquiry that invites attention. I have touched upon this matter in former reports. My hope in again alluding to it is that the supervisors may be prompted to make thorough investigations and to report the facts.

PUPILS LEAVING SCHOOL BEFORE GRADUATION.

If one were to inquire how much is accomplished by the average grammar school of this city, he would look first into the course of study with its graded work covering six years; he would assume reasonably efficient teaching; but he would then need to know how many years the average boy or girl remained under this teaching and course of study. By reference to the statistical tables it will be seen that less than three eighths of those who enter our grammar schools finish the course and graduate. The other five eighths fall out before reaching the end. Again, the number of children in each year of age would be about six thousand, if there were no dropping out. From nine to twelve years of age, as the tables show, the children are all in school, there being reported about six thousand of each of those ages. After the age of twelve the falling out begins. The thirteen-year-olds show a falling out of about five per cent; the fourteen-year-olds, twenty-five per cent; and the fifteen-year-olds, fifty per cent. Evidently, therefore, if the grammar school work is to reach the great mass of the children before they leave school, it must reach them before they are fourteen years old. And, further, if the *whole* grammar

school work is to reach the great mass of children, these children must be brought into the graduating class before they are fourteen years old. How far short of this our present practice comes, is well enough known in a general way. For more particular knowledge, however, reference may be made to the last table of statistics printed in the Appendix. These statistics were gathered recently from the school principals, who were requested to reply to the following interrogatories:

(1) How many children being at the time of their discharge thirteen or more years of age were discharged from the schools of your district during the year between September 1, 1889 and September 1, 1890?

(2) From this number deduct the number of those who were graduated in June 1890.

(3) Deduct, further, the number of those who after leaving your school, certainly or probably entered some other day school.

(4) The last remainder is the number of those who certainly or probably ended their day-schooling at the time of their leaving your school last year.

(5) Of this last number how many belonged to the first class? second? third? fourth? fifth? sixth? ungraded? any primary class? How many were thirteen years old? fourteen? fifteen? sixteen or over?

Summarizing the answers we learn that 6,707 children being at the time of their leaving school thirteen or more years of age were discharged

between September 1, 1889 and September 1, 1890; that 2,305 of these were graduated in June 1890; that 1,345 certainly or probably entered some other day school; and that 3,057 certainly or probably ended their day-schooling when discharged. Of this last number, there belonged to the first class grammar 153; to the second class 600; to the third class 782; to the fourth class 748; to the fifth class 423; to the sixth class 149; to the ungraded class 192; and to the primary schools 10. Also of this last number, 865 were thirteen years old; 1,161 were fourteen; 691 were fifteen; and 340 were sixteen or older.

I have said that these children end their day-schooling at the time of their discharge; but some of them appear afterwards in the evening schools. It is their desire or that of their parents which leads them to seek further instruction; there is nothing in our school system which suggests or encourages such a step as a natural and proper one to take. No official cognizance is taken of their status when leaving the day schools; nor does the work of the evening schools relate itself to the day school work as a continuation or completion. But might not a way be opened from the day schools to the evening schools by which children leaving the former before finishing the course should pass easily and naturally into the latter, and continue the same course of work as if no break had been made? The great improvements that have already been made in the evening schools may prove that such a further improvement is not too much to expect.

The time should not be far distant when a large proportion of the 3,000 children who now drop out of the grammar schools before graduation, will continue and finish the same course of study in the evening schools. It is a matter well worth looking to.

THE COURSE OF STUDY.

A thorough revision of the course of study has been concluded during the past year, and some parts of the new course have already gone into operation. The course for the primary schools went into operation last September; that for the grammar schools will go into full effect next September, these schools meanwhile working on a course as nearly like the new one as is practicable. The course for the high schools is ready for final action; but is delayed in order that the course for the classical schools may be joined with it in the printing. The course for the normal school appears in the annual catalogue of that school. It has recently undergone a thorough revision, and is stated more in detail than formerly.

The present seems a fit time for calling attention to certain facts and considerations which may have a bearing on the matter of school administration under the new courses of study.

In the first place it will be well to remember that, although the course is called new, there is really but little that is new in it, either in matter or in form. It is the same old tree, pruned here and there to improve its shape or grafted a little by way of

experiment. It is, as every good course must be, a growth and not a manufacture. It has grown in our schools, gradually adapting itself to our needs and circumstances. The recent changes have been suggested partly by the teachers, and partly by the supervisors, as in their different ways they have learned by experience how the old course of study could be improved. The new course will remain essentially unchanged, we may hope, until accumulated experience shall again show wherein improvements are needed. A course of study eternally fixed would be a bad thing; for it would mean no advancement, no improvement, no recognition of new conditions and new educational needs. On the other hand, a course of study constantly under revision would be a bad thing for a large system of schools like our own; because thereby the perplexities of administration would be needlessly multiplied. It is desirable, therefore, that the present course may remain unchanged long enough for teachers and supervisors to learn by actual experience what its merits or defects really are; or what further changes, if any, may become necessary.

Now if the new course of study is to remain fixed for a few years, the next step for those who are concerned with administration — teachers, principals, supervisors, and superintendent — is to undertake seriously and earnestly the work of carrying this course, just as it now is, into full effect. Doubtless criticisms on this new course could be made — I know I could make some myself — but the time for that is not now, but later. Let criticism be

postponed until it can be given in the light of experience. Doubtless difficulties are going to arise out of the attempt to apply a fixed and uniform course of study to schools in diverse circumstances; but the effort should be to solve the difficulties otherwise than by departing from the established course of study. Difficulties of this sort are sometimes magnified or allowed to continue unremedied until they become available as excuses for failure to meet requirements; but they are apt to vanish before an earnest determination to carry out the whole course of study as laid down. There is probably good need, in Boston at the present time, of preaching the doctrine of a close adherence to the course of study. I am quite as ready as any one to subscribe to the declaration that schools do not exist for the purpose of carrying out courses of study, but courses of study are drawn up solely to aid schools in their work. There is, however, little need of insisting on this view just now. Our practice has been to play fast and loose with our courses of study in a fashion that is apt to astonish people from other parts of the country. "I have been visiting your schools many days, but I have nowhere seen any 'oral instruction,' although I find it laid down in the course of study; may I witness some oral instruction in your school?" So a visitor, some years ago, is said to have addressed the principal of a Boston school. And the reply is reported to have been, "No, you will not find much oral instruction in the schools; it looks well in the course of study and we allow the superintendent to keep it there for ornamental purposes chiefly; but few of us

pretend to do much with it." The anecdote may not be true, but it suggests a deal of truth. Of late years there has been a wide-spread effort among the teachers to bring the work of the schools more nearly into accord with the courses of study; particularly since the astounding discoveries recently made by an investigation of the teaching of arithmetic in our schools. There has been decidedly more care on the part of teachers to observe the authorized distribution of time, as well as an increased effort to teach the hitherto neglected branches. Still it would be difficult to find schools or teachers suffering from undue subservience to the course of study, and easy to find those suffering from the opposite cause. The present duty of each school principal seems clearly to be to make the work in his school agree closely with the requirements of the new course of study.

A second characteristic of this new course of study, transmitted from the former one, is its defining the work to be done in kind and not in amount — not such and such books or parts of books to be gone over, but such and such subjects to be studied for so many hours a week for so many weeks. The freedom of teaching thus secured to the teachers of Boston is, I fear, scarcely appreciated by them. In most large cities there is not only an outline course of study, which is all ours amounts to, but there is a voluminous manual as well. This manual makes definite what the course of study leaves undefined. The course of study states what is to be studied, the

manual tells how much; the course says nothing about methods, the manual is full of directions and suggestions as to methods; the course stimulates originality and independence in the teacher, the manual oppresses him with advice and authority. No manual has ever been imposed on the Boston schools. Suggestions as to the best methods of teaching particular branches have been issued from time to time by the Board of Supervisors; but these have been jealously deprived of any peremptory authority, lest freedom of teaching should be sacrificed. Teachers from other cities fail at first to understand such a state of things; and when at last they do understand it are astonished. "Please send me your Manual" is a frequent request in the letters I receive from superintendents in other cities; and it seems as if I should never be done with explaining that Boston has never had such a thing, and gets along very well without it. If our teachers were tied to a manual as teachers are in some other cities, then indeed might they complain of loss of freedom or of burdensome prescriptions. A manual, however, is not altogether a bad thing. Probably the inferior teachers do better work with the manual than without one; but probably also the superior teachers are injuriously hampered. We have preferred not to hamper our superior teachers, and to aid the inferior ones in other ways.

But perhaps the chief reason for prescribing lines of work, and not amounts, is the fact that the training of the mental powers rather than the storing of the mind with facts should be the main business of

the schools. To be sure, teachers are frequently asking their supervisors "how much," and are urging their classes forward under the impression that the more ground covered the better the supervisor ought to be pleased; but such habits of thought are passing away, and that other idea, that the teacher's main interest should centre in the kind and degree of power developed, rather than in the extent of ground gone over, is now becoming established. The examinations set by the supervisors have contributed to this end; for the questions, in the main, have aimed to test power rather than to measure stores of information. And it would be well if the present policy in this respect were well understood. Whatever theories may have prevailed in the past, we may all agree in adopting the view now that our course of study merely defines the kinds of work to be done and assigns a proportionate part of the school time to each kind; but does not explicitly state how much ground shall be covered in each kind of work, leaving that matter together with the whole matter of methods to the principal and teachers of each school. On these last mentioned matters the superintendent and the supervisors may give advice and offer suggestions, but they do not assume to dictate. Thus is the freedom of the teacher secured to the highest degree compatible with the efficient management of a large system of schools. Under such circumstances it should seem that the new course of study should find itself thoroughly established in all the schools before the end of another year.

As to the particular branches in the grammar and

primary courses, full consideration may be given to the language, the grammar, the geography, the history and the arithmetic in future reports; but in this report will be submitted remarks on the moral training, the physical training, the elementary science, the manual training, the drawing, and the music.

MORAL TRAINING.

Under this head no elaborate analysis of the ground to be gone over is attempted in the course of study; but a detailed schedule of the work might lead to a superficial and routine performance of it, which would be far less satisfactory than work done in immediate response to the current needs and occasions of each particular school. So it was thought better to give ourselves a general reminder of our duties by quoting the excellent provisions of the law on the subject from the Public Statutes of the State of Massachusetts. It would have been well too, perhaps, to quote from the Regulations of the Public Schools of Boston, Sections 180 and 181, particularly the former, which requires that "the morning exercises of all the schools shall begin with the reading in each classroom, by the teacher, of a portion of Scripture without note or comment." The effect of this exercise depends wholly on the spirit and manner in which it is performed; but performed aright and with a due regard to appropriateness and timeliness in the selections, this use of Scripture is probably the most impressive way of conveying moral instruction now open to the public school teacher. It is to be observed that this use of Scripture is not merely

permitted by our regulations, it is enjoined; although the use of all other religious exercises is prohibited. By forbidding all note or comment on the Scripture reading, the rule intends to cut off all occasions for treating of or alluding to sectarian subjects. To the teacher who can see clearly the line of demarcation between moral instruction on the one hand, and sectarian religious instruction on the other, the present state of affairs offers no serious difficulty. At any rate, the difficulties which may exist should not prevail upon any one to relinquish his efforts to impart to his pupils the best possible moral training. It is required of him by the laws of the Commonwealth and by the regulations of the School Committee.

Let it be observed, moreover, that the moral training which takes place in the schools is by no means limited to the half-hour a week set down in the course of study. It is only the opening exercises that are so limited. Besides these, there are special days set apart for literary or patriotic exercises, most of which have or may have a moral bearing. And then there are the constantly arising incidents of school life, affording the very best opportunities for moral instruction. Every experienced teacher knows that opportunities of this kind are of daily and even hourly occurrence, and that the moral tone of a school depends mainly on the use that is made of such opportunities as they arise. Indeed, in a very important sense, it is true that the whole work of the schools is moral training, and that moral training is not something apart from arithmetic and geography and history, but something that pervades the whole

work of the school, determining its whole character and tendency. Most of this training is indirect, to be sure; but it is for that reason none the less effective. Its quality is determined directly by the character of the teacher; and is more or less excellent according to the spirit which actuates him in his work. The most effectual moral training does not come by preaching. A teacher, for example, who allows dishonest work to be exhibited, and accepts therefor undue credit to himself or to his pupils, gives them a silent lesson which will effectually undo all his preaching about honesty as a virtue; but a teacher who is transparently honest in all things — accurate in all small details because honesty requires accuracy — hardly needs to reinforce the power of his daily example by the words of preaching. Still the spoken word is by no means to be omitted. Preaching, so to express it, is a vital part of the school work. It is the set and formal instruction in morals and manners wherein the total influence of a school is brought to a focus and given definite expression. For this purpose the opening exercises are specially designed; particularly when the whole school is assembled in the school hall in the morning.

And just here let the inquiry be suggested whether we are at present making as full use of the school hall and its opportunities as we well might and ought. In some districts, it is observed, the whole school is assembled in the hall for opening exercises once a week, in others oftener and in others not so often. When we consider what a power for good can be exercised by the principal of

a school with all his teachers and pupils assembled together before him, we easily admit that only the most serious inconveniences should be allowed to prevent such meetings, and that they should regularly be held with the utmost frequency practicable. The ideal state of things would be when such meetings take place every morning. In other words, the purposes for which our school halls exist should be realized to the utmost, so that there may be no ground for the assertion sometimes made that school halls are expensive luxuries not justified by the uses actually made of them.

PHYSICAL TRAINING.

The new system of physical training known as the Ling System of School Gymnastics, has been enthusiastically received by the teachers; and under the care and guidance of the able director who has been chosen to oversee this work in the schools, many beneficial results may be expected. Indeed before the coming of a director encouraging results were obtained by the spontaneous action of many of the teachers. The director has already found the work going on well in nearly one-third of the schools.

The superiority of the new exercises to the old is apparent to the most uninitiated. But if mere observation be not convincing on this point, let one try the exercises for himself, both the old and the new, and judge by the effects wrought in his own case which kind will be the more beneficial to his pupils. There are many of our principals and teachers who have made just this sort of trial, and have

concluded that the Ling System is the best yet proposed for physical training in our public schools. And they have carried what they have learned right into their schools. So far as they have been instructed in the exercises they have in turn instructed their pupils. But they need more instruction, and desire to receive it. If their enthusiasm is to be kept burning there must be proper fuel. The instruction they give in their schools cannot go much beyond what they receive. For this reason the School Committee has acted wisely in providing special instruction for all teachers now in the service and for those soon to enter the service through the normal school. The burden on the normal school must be considerable for a time; because the pupils now entering it have had, for the most part, little or no training in the new exercises; but the burden will be less by and by, when the pupils come in thoroughly trained during their primary, grammar, and high school courses. The exercises themselves being familiar from long previous practice, more attention can be given to the underlying theory. Of course the time will never come when short intervals of physical exercise during the school session will cease to be beneficial to the teachers as well as to the pupils in the normal and in all other schools. The schools which just now most need renewed attention to this matter seem to be the high and Latin schools. The military drill, coming as it does for a whole hour twice a week, fails in one important particular to supply the needed physical exercise: it does not come frequently enough. Physical exercise should

be taken every day and two or three times a day in order effectually to counteract the ills of prolonged sedentary employment. The same remark applies to the calisthenics in the girls' high schools, if, like the military drill, the exercises come only twice a week.

There is one general remark which may properly be made here by way of precaution. It applies to all schools and teachers and to all other branches of school work as well as to physical training; but is suggested now because physical training happens to be uppermost in our thoughts. Whenever a new subject is introduced into the school curriculum or whenever there is a revival of interest in an old one, there is always a manifest strong desire on the part of teachers to show fine results, and that at an early day. This is a perfectly natural and legitimate desire. But under the stress of this desire, teachers are quite apt to spend upon the new subject more than a due share of effort and more than the authorized time. Or, if they resist this temptation and keep themselves strictly to the authorized time, they are distressed by a feeling that other teachers, less scrupulous in this particular, may surpass them in results. There is but one remedy for this state of things; and that is to insist that the prescribed distribution of time shall be observed strictly for all branches of the course. Results known to have been obtained by using an excess of time should be refused all consideration; they are illegitimate, and entitled to no credit whatsoever. Competition among schools and among teachers in the production of excellent results

is undoubtedly a wholesome stimulus; but competition becomes a great evil when it proceeds upon broken conditions or an unauthorized appropriation of time. Under existing circumstances in this city a close adherence to the prescribed course of study seems to be the duty which most needs to be preached and practised. And this duty is urged upon teachers by appeal to their honor; for upon their honor alone can any dependence be placed. No amount of supervision could compel the close observance of requirements which teachers did not feel in honor bound to observe.

These remarks about using an unauthorized excess of time for one branch of the course happen to apply just now to physical training, as above intimated; but at another time it may be drawing, at another singing, at another arithmetic or geography or penmanship. In another year we may be working under the stimulus of a desire to produce fine results for exhibition at a world's fair. Then this matter may assume a redoubled importance.

RECESS.

A word about the recess. The "no-recess plan" seems to have had its run; and the adoption of the new courses of study for the primary and grammar schools has made it certain that there is to be a recess. School is to begin at nine o'clock and end at twelve; and this morning session is not to be shortened by omitting the recess. The recess must be given for withdrawals from the room and for other purposes. If the old-fashioned play in the school-yard is not

allowed, the time must be given to physical exercise all the same. Let me urge the supreme importance of exercise in the fresh air out of doors. If the old-fashioned rough play is not allowed — and there are many large schools with small yards where it should not be allowed — then let there be Swedish gymnastics in the yard whenever the weather is fine. Five minutes of these gymnastics in the fresh air would be better than ten minutes of the same in the school-house. But when the weather is not favorable the gymnastics should be given in the school-rooms or in the corridors, preferably the latter, so that the rooms may be washed out with fresh air. As to the periods of time assigned to the gymnastics, the usual plan has been, and I suppose still is, to divide each session into two nearly equal parts by an interval of physical exercise. It would seem to be a still better arrangement to divide the morning session into three parts by two intervals of physical exercise, and the afternoon session into two parts, as now. This suggestion would apply, however, only when the exercises were taken in doors.

One word must be said here about “withdrawals from the room.” There is no doubt about the annoyance to teachers caused by numerous requests to leave the room. There is no doubt either that these requests often become unnecessarily numerous when unchecked, particularly if children discover that the teacher can be annoyed in this way. Nevertheless teachers cannot be too careful; lest their apparent reluctance to grant requests deter the sensitive and timid children — those whose great

desire is to please their teacher — from making requests when they ought. These are the children who sometimes suffer serious physical injury, which the bolder children escape. A rule to stay after school whenever leave to withdraw from the room has been granted during the session may operate as a check upon frivolous requests; but it also operates on the sensitive conscientious child to deter him from incurring what to him looks like a penalty. Better some abuse of freedom in this particular than physical injury to a single child. There should be no rule which looks like exacting a penalty for a leave to withdraw from the room; for if the child is honest his request should be granted as a matter of course, and if dishonest he should be reached in some other way. Never should leave to withdraw from the room be regarded as a favor to be granted or denied at the teacher's pleasure; nor as a privilege to be won by good conduct or forfeited by bad conduct; but as a personal right not to be restricted except for the gravest reasons. Lest any might think the foregoing remarks uncalled for, let it be said, that complaints of undue strictness in the matter reach the office occasionally, from which the inference is clear that some ground still exists for urging on all teachers extreme caution. As usual in such cases, the greater number are in no need of admonition; they are only urged to counsel their less wise and experienced co-laborers.

ELEMENTARY SCIENCE.

This branch has stood in our course of study some eight or nine years. It used to be called "oral instruction," because whatever instruction was given in natural history, physics, and such matters, was given orally. But the old name covered all kinds of talk the teacher chose to give ; and it seemed to favor the idea that there was some special virtue in *oral* instruction not to be found in any other way. This idea has been carried so far in some cases that textbook instruction has been superseded by oral instruction in branches where the former method was the better of the two. Thus the old name proved to be misleading, and it was dropped. Its place in the primary schools was taken by "observation lessons," and in the grammar schools by "elementary science." These names have the merit of telling exactly what kind of work is expected. The first differs from "object lessons" merely in putting the emphasis on the child's activity in observing rather than on the presence of an object before him as the essential feature of the lessons. By choosing the name "observation lessons," attention is called to the fact that the chief thing to secure in such lessons is that the children really do observe with their own senses, and without being told what to see or feel. The old-fashioned "object lessons" were supposed to be all right if the teacher merely brought the object before the class and got the children to say in good sentences that they observed such and such qualities. There was no real observation in the proceeding.

The children usually said they saw what the teacher had indicated they should see; or they told again the "interesting" things the teacher had told them about the object; but for the purposes of pure observation exercised by the child himself the object might as well have been in the next town. Indeed, there are recorded instances of "object lessons" being given without the object anywhere within the range of observation. This, I admit, is an extreme distortion of a method of teaching — the object method — which is in itself sound and reasonable. The theory of this method is all right; but it is currently misunderstood; and it is to promote the correct understanding of it that the name "observation lessons" has been used in our course of study in place of "object lessons."

The name "elementary science" has been criticised by some who hold that no science can be elementary; that nature-study, like all other studies, has its elementary stage (facts) and its scientific stage (relations of facts); so that the phrase "elementary science" involves a confusion of ideas. Well, there is no claim to philosophical accuracy and consistency in the use of the terms employed in our course of study. If such a claim were to be made, it would be necessary, in the first place, to settle what system of philosophy or whose philosophical nomenclature we were going to use; otherwise we should launch ourselves into an interminable sea of controversy. Taken in the usual popular sense, the words "elementary science" convey an idea definitely and accurately enough for all practical purposes. When

we say that our grammar school work covers language, literature, geography, history, arithmetic, drawing, and science, there is no doubt that the word "science" covers those branches of nature-study which are usually considered appropriate for grammar schools; and when we prefix the word "elementary," we indicate that it is not the "advanced" stages of these studies that the grammar school undertakes. Elementary science is chiefly a gathering of facts by observation; but it does not exclude altogether comparison and generalization (relations of facts). Advanced science deals more with the relations of facts, but it gathers new facts through observation unremittingly. So much by way of answer to verbal criticism.

The important matter to which we all need to turn our thoughts is how shall the studies classed under "observation lessons" and "elementary science" be promoted in our schools. For it must needs be said that whatever may be the excellences of our schools in other respects, they are in respect to these nature-studies gravely deficient both in method and in results. The late Miss Crocker, after years of most painstaking and faithful labor to promote these studies, patiently instructing the willing teachers in the best methods and seeking to inspire the indifferent or unwilling with an interest in the matter — after all this, was unable to point out more than a very few teachers who were doing satisfactory work, while the majority were making no attempts whatsoever. There has been, so far as I can learn, but little improvement since. The normal school

has never influenced its pupils in a way to interest them much in natural science. The so-called "teachers' school of science" has given interesting instruction in natural science to the teachers who chose to attend; but little of that instruction has been directly helpful to these teachers in their school-room work. And so it remains a fact that the sciences — particularly the natural history sciences — have very little lodgement in our current school work, notwithstanding the appropriation of time made for them in the course of study for some years past. And this statement must be made more than a generation after the great Agassiz began his work of promoting an interest in the study of natural history among all people, all schools, and all teachers!

There is one excuse for not teaching natural history in our schools, which may have some force in some districts of the city. It is alleged that the obtaining of a proper supply of material for natural history lessons is either quite impossible or so extremely difficult that teachers cannot reasonably be expected to supply themselves. In this view of the case doubts arise at the normal school as to whether the pupils there ought to be advised to attempt any natural history teaching when they come into the grammar and primary schools. The answer to such doubts is this: when teachers are once thoroughly interested in giving natural history instruction, these alleged difficulties to a great extent melt away. Not completely, however; and that is the reason why the matter needs consideration by the School Committee.

Let the difficulty be recognized for what it really is, and let a moderate sum of money be appropriated each year for the purpose of supplying the grammar and primary schools with suitable material for natural history lessons. For we cannot reasonably require of our teachers to make bricks without straw. On the other hand, it should not be forgotten that there is not a school room in the city to which some good material cannot be brought by a teacher who has any wish to lead her pupils in nature-study. A handful of peas, beans, wheat, corn, or other seeds is easily obtained. A few tubers or bulbs are not out of reach. Many teachers have quite extensive window gardens in their school rooms, containing interesting and beautiful growing plants. The help of children is easily enlisted to form a school museum. The variety and the value of specimens in zoology, mineralogy, and botany so collected often surprises those who have not tried it. If voluntary efforts of this kind should be encouraged and supplemented by the School Committee's action as above suggested, the natural history studies in our schools would soon rise out of their present state of inferiority.

MANUAL TRAINING.

For the first time in the history of our schools a definite share of time has been assigned to sewing and cooking, although the former has been recognized as a regular school exercise for many years. Both have been classed under the head "manual training," which has been given two hours a week. Aside from the sewing and cooking, however, which

have their recognized places in our current school work, the work in manual training is left undefined save by the mere mention of the branches light tool-work, clay modelling, and carpentry. These names are chosen rather to cover what is actually going on in some schools by way of experiment than for the purpose of laying down a course of work. We are not ready yet to lay down in detail a course of manual training for grammar schools. Nowhere in this country, at least, has this been done with success. The man competent to do it has not yet appeared; nor will he appear until the body of experience gathered from many trials and some failures has grown large enough for him to correct his theories by practice. But this is no reason why we should further delay the introduction of branches of manual training here and there wherever we find teachers willing to experiment with it. For this purpose two hours a week have been set aside—condemned to experiments if the conservatives desire so to phrase it—that we may the earlier and more surely learn what branches of manual training are worth keeping and what should be rejected as integral parts of the coming course of study. We would not have Boston wait until definite courses in manual training are in successful operation in many other cities before adopting one herself. That would be deliberately to assume a position in the rear of educational progress. If there is nothing worth adopting among all the proposed forms of manual training, the sooner we find it out the better, for then we can warn others against useless experiments.

If on the other hand some forms of manual training more than others are going to justify the claims of their advocates, the sooner we find this out the better; for then we may the earlier enjoy the advantages of the superior and avoid the evils of the inferior forms, and lead others to do the same. Thus in either case we must experiment if we would lead; we must "blaze the way," unless we are willing ignominiously to fall to the rear and let others lead us.

The course in manual training may, therefore, be understood to have been put forth with some such declaration as this: within the two hours a week assigned to this head, girls are to be taught sewing and cooking — and boys too if any desire it — and all other instruction called manual training which teachers may desire to experiment with shall be carried on; thus far and no farther may these experiments go; and these experiments shall remain always under the direct control of a special committee; which committee shall interfere at any time to stop a useless experiment or an undue waste of time; teachers are encouraged but not required to undertake promising experiments in this line; and if they choose not to do so they are at liberty to use the assigned time for other matters, provided some of it goes to physical training. Thus it appears that manual training has not yet been introduced into our grammar schools; but permission and encouragement and specified time have been given for its introduction, and the rest is left for the present, at least, to voluntary action. Out of the experiments thus

permitted and encouraged will come in the fulness of time, we may hope, a good working course in manual training, which can be stated in detail for all the classes in the grammar schools and with indications of the best methods to employ in the instruction. Frankly to declare that we are experimenting will disarm some conservative opposition; and promptly to abandon failures will show a determination to keep the alleged waste of time down to a minimum. It may here be suggested that the committee might well consider this year whether certain experiments should not be abandoned.

DRAWING.

The work under this title has now been stated in general terms, and is no longer indicated by references to a particular series of drawing books. A similar rule has been followed in all other parts of the course of study. The purpose of the rule is to subordinate text-books to the course of study and not to permit a control of the course of study by the text-books. Good progress has been made of late years in thus emancipating the course of study from the control of text-books in other branches; in drawing a no less successful emancipation may be looked for. The subject of drawing has this year been before the masters for consideration at several successive meetings, the director of drawing opening the discussion at the first and closing it at the last meeting. The meetings were the most fully attended and most interesting ever known in recent years. There is evidently a deep interest in the subject

among teachers; and there is a manifest desire to do better work than we are now doing; but just what needs to be done to enable them to do better work may not be so clear. The best suggestion that now occurs is that there should be instituted a thorough investigation for the purpose of learning the character of the work now going on; what schools are doing excellent or good work and what are doing inferior work; what teachers are competent and what partially or wholly incompetent, and why they are so. The revival of interest in drawing might be further promoted by holding an exhibition of drawing as used to be done some years ago. Some have suggested that we need more supervision in this branch than one director can give, particularly one who is forced to give the greater part of his time to the evening schools. This suggestion does not accord well with the theory adopted by the School Committee some years ago, when all the then special instructors in drawing were dropped and only one such official — the director — was retained. The theory was that the whole instruction in drawing should be given by the regular teachers in all the schools, high as well as grammar and primary; that the teachers then in service were already sufficiently instructed, and those thereafter to enter through the normal school would there receive sufficient instruction; and that consequently further supervision in the drawing department for the purpose of instructing teachers was unnecessary. So the special instructors of drawing were all dropped and only a director was left. It is now alleged that results in

drawing are but poor, that the teachers need more special instruction, and that doing without special instructors was a mistake. Perhaps so, and perhaps not; that is the question that the investigation above suggested will determine. It may be remembered that a similar theory was urged upon the attention of the School Committee for several years in connection with the music. It was held that the regular teachers should teach all the singing in the primary and grammar schools at least; and that if the regular teachers were not all competent, the function of the special instructor was to make them so, which function being once discharged the special instructor would quietly drop out as no longer necessary. But in the case of music this theory has not found acceptance, though for what reason would be difficult to state. It would certainly seem that the two cases, one of drawing and the other of music, were nearly enough analogous to suggest similar treatment. The same theory can hardly be right in one case and wrong in the other. Either all the music should be put under one director without assistants, or the director of drawing should have special instructors to assist him. Can any good reason be assigned why the two cases should not be treated alike? I am not now seeking to prove that the theory in question is right or that it is wrong; I leave that to be determined by a thorough investigation of its fruits in drawing, and if practicable in music also; I am only seeking to show that the time has come for such an investigation, to the end that errors, if any there are, may be corrected.

MUSIC.

Under this title is inserted a brief statement that each special instructor of music will under the direction of the committee determine the topics, the order of topics, and the method of instruction, within his own circuit of schools. This statement may be taken as a confession of inability, on the part of those having a hand in the drafting of a new course of study, to draw up a course in music which, under existing circumstances, might be expected to prove acceptable and satisfactory to all. Such a confession will not surprise any one who is familiar with the history of music matters in our schools during the last ten years. There are rival methods of instruction in the field; and there are rival series of books embodying these methods. Which method to choose and which books to adopt have been open questions for some years. A few years ago a trial was instituted for the purpose of determining which method was superior; but a final conclusion on this point has never been reached. The merits of one method which had, up to the beginning of the trial, been excluded from the schools appeared to be such as to justify its introduction with its accompanying charts and books into the schools of one quarter of the city. The older method was represented in another quarter by its new and revised books, while the remaining half of the city was left with the old books of the older method. The trial was to proceed by a careful comparison of the results obtained in the two quarters of the city first mentioned. Had the

members of the Committee on Music, who instituted the trial, continued to have charge of the matter, it is possible that the question of the comparative merits of the two methods might ere now have been settled. But changes in the membership of the committee have been many and rapid. None of those who began the trial remained long to watch its progress. The affair has drifted; results have not been collected or systematically scrutinized. Individuals may have formed opinions from what may have chanced to come under their observation; but there has been nothing in the nature of a scientific investigation of the whole body of facts, which is the only sound method for determining a question of this kind. Just now it appears likely that the question may be settled not by a scientific adjudication, but rather by a compromise of contending commercial interests. However this may be, it appears certain that a uniform and detailed course of study in music — one that shall be independent of textbooks and not subordinated to them — is not to be expected under present circumstances; — not until the whole matter of music in the schools shall be placed in sole charge of one director able to judge all methods impartially and to act independently.

THE EXAMINATION AND CERTIFICATION OF TEACHERS.

One chief function of superintendent and supervisors is to provide a supply of competent teachers for the schools. This is the function of the normal school too; but the normal school furnishes only a

portion of the supply, namely, that which comes from the city itself. There has always been and there always will be a portion of the supply coming from outside the city. This latter portion is in some respects the more important of the two. It happens sometimes that the policy of taking teachers from outside the city is discouraged, such a policy being supposed to make against the interests of the normal school or of its graduates; at other times the same policy is favored because of the pressing need to appoint experienced teachers rather than beginners in the more difficult places. So practice fluctuates, but within limits; for the necessity of employing some teachers from outside the city never wholly disappears, even in the primary and grammar schools. With the supply of male teachers for these schools and of all teachers for high schools, the normal school has little or nothing to do.

These facts indicate the great importance to the schools that the function of superintendent and supervisors in selecting teachers be discharged in the best possible manner.

And if any improvements in our present methods are possible they ought to be made. One such improvement was suggested in a former report, which I ask leave to recommend again. It is that candidates after their examination in scholarship and after returning to their schools be visited and reported on by two or more supervisors whenever the superintendent in his discretion may deem such visitation advantageous to the interests of the schools. The superintendent of the Boston schools probably knows less

about the merits of the candidates for teachers' places in his city than does the superintendent of any other city in New England. Principals of schools come to him in search of fit candidates for sub-masterships or for the more difficult places among those held by female assistants. He can name persons who have passed the scholarship examination; can tell how the examination was passed, whether with high marks or with low; can state wherein the candidate's scholarship is strong or is weak; can show a file of testimonials as to character, physical health, and aptness to teach; but his own opinion of the candidate's efficiency in the class room or in the management of a school is usually of no value whatever, because he has never seen the candidate teach nor observed him in the management of his school. Our present system of examination is excellent as far as it goes. Acting negatively it effectually bars out that sort of teaching talent which cannot pass examinations. It gives scholarship a chance to show itself, and personal character an opportunity to make an impression in one brief interview. But its positive action ought to be enlarged. It ought to investigate aptness to teach not merely through testimonials of personal friends, but also and chiefly by means of supervisors' visits. It ought not to rest content with testing the scholarship of those forced by ambition or by necessity to undergo the ordeal, but should reach out for able and experienced teachers everywhere and persuade them to take the examination by assuring them that their ability and skill will be thoroughly investigated and will weigh for much in the final decision. It should

load the superintendent with information about certificate holders; so that when appointments are to be made he may have some opinions worth considering touching the chief question, that of the candidates' ability in class teaching and in school management. If such opinions could be formed, as easily they could be with a supply of proper information, a deal of valuable time could be saved which is now wasted in fruitless or unnecessary visits. Let the visitation be done in a systematic way by the appointed experts — the supervisors. Supplemented by such a provision for visitation, our system of examination and certification of teachers would be about perfect — certainly the best to be found in this country. If this matter could receive early consideration, so that any improvements that may be adopted could go into effect in connection with the next August examinations, the schools would begin almost immediately to reap the benefit.

A single remark may properly be added about persuading teachers to come to the August examinations. Principals of Boston schools, being on the lookout for the best candidates to fill prospective vacancies, have been known to suggest to promising candidates the desirableness of their presenting themselves at the next supervisors' examination. Some excellent teachers have been brought into the service in this way. The more this practice spreads among the principals the better. The plan is much better every way than to wait until an appointment must be made right away, and then begin to investigate for the first time the particular fitness of each

certificate holder for the vacant place. Such delay gives rise to more requests for "special examinations" than can wisely or safely be granted. There are two strong reasons why special examinations should not be held; one because they withdraw the supervisors from more important work; the other and far stronger reason because they are demoralizing. It is a most persistent though mistaken notion that a special examination is easier to pass than the regular examination; or that the supervisors will good naturedly accommodate their action in a special case to the exigencies of the moment, while in the regular examination they feel bound to follow general rules. How contrary to the principles of sound civil service such notions are needs no illustration.

Let the scope of the examinations be enlarged by including the plan of supervisors' visitations as above suggested, and the supposed need of special examinations will disappear.

CORPORAL PUNISHMENT.

A brief reference to this topic must be made to record the gratifying fact that the discipline of our schools is now carried on with far less use of the rod than it was two years ago. The figures reported for the past seven months compared with those of the corresponding period two years ago show that over three quarters of the corporal punishment has disappeared from the primary schools and almost a half from the grammar schools.

The change appears to me wholesome and beneficial every way — to teachers no less than to pupils;

and I most sincerely congratulate the teachers on their success in making such an improvement. I like well the spirit of one primary teacher who said recently that she had abandoned the use of the rod; there was not a rattan in her whole building; and that nothing would induce her or her fellow-teachers in that building to return to their former practice. Two years she defended that practice vigorously. There appear to have been many similar conversions; for the returns show many districts with no corporal punishment whatever in the primary schools and a good many more with an average of less than one case a month. I cherish the belief that many who read this report will live to see the rod utterly banished from our school discipline. And it will be banished as fast as teachers discover that they possess in themselves sources of influence far more potent than threats of castigation. An experienced observer among us has said that if teachers were conscious of the moral influence they really possess over their pupils, and had the confidence and the skill to use it aright, the appeal to the lower motives in school discipline would be far rarer than it now is. This was said two years ago. It would now seem that teachers have already come into a consciousness of their moral influence to an encouraging degree.

Respectfully submitted,

EDWIN P. SEAVER,
Superintendent of Public Schools.

APPENDIX.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1891.

SUMMARY.

January, 1891.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	9	188	182	6	97.	176
Latin and High	10	116	3,322	3,155	167	95.	3,274
Grammar	55	731	31,675	29,088	2,587	91.8	31,504
Primary	466	466	24,035	21,086	2,949	87.7	24,462
Kindergartens	31	56	1,699	1,263	436	74.3	1,778
Totals	563	1,378	60,919	54,774	6,145	89.9	60,994

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	10	85	74	11	87	100
Spectacle Island	1	1	15	13	2	87	21
Evening High	1	33	2,132	1,411	.....	.....	.....
Evening	16	131	3,243	1,812	.....	.....	.....
Evening Drawing	5	24	628	534	.....	.....	.....
Totals	24	199	6,103	3,844	.....	.....	.....

SCHOOLS AND TEACHERS.

SCHOOLS.	TEACHERS.		
	Males.	Females.	Total.
Normal School	2	5	7
Latin School	15	.....	15
English High School	25	.....	25
Girls' High School	2	20	22
Girls' Latin School	1	6	7
Roxbury High School	3	8	11
Dorchester High School	2	6	8
Charlestown High School	2	4	6
West Roxbury High School	1	3	4
Brighton High School	1	2	3
East Boston High School	2	3	5
Grammar Schools	104	582	689
Primary Schools . . . . .	.....	466	466
Kindergartens . . . . .	.....	56	56
Totals	160	1,161	1,324

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School	10	10	10
Evening Schools	74	90	164
Evening Drawing Schools	19	5	24
French and German: High Schools	3	3	3
Music: High, Grammar, and Primary Schools	5	5	5
Illustrative Drawing: Normal School	1	1	1
Kindergarten Methods: Normal School	1	1	1
Drawing: High and Grammar Schools	1	1	1
Physical Training	1	1	1
Sewing	29	29	29
Chemistry: Girls' High School	1	1	1
Laboratory Assistant: Girls' High School	1	1	1
Vocal and Physical Culture: Girls' High School	1	1	1
Vocal and Physical Culture: Girls' Latin School	1	1	1
Military Drill: High Schools	1	1	1
Manual Training Schools	2	2	2
Cooking Schools	6	6	6
Spectacle Island	1	1	1
Totals	106	147	253

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to Jan. 31, 1891.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Junior-Masters.	Asst. Principals.	First Assistants.	Second Assts.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Normal	188	188	376	182	182	364	6	97.	1	1	1	1	6	1
Latin	451	451	902	436	436	872	15	96.	1	9	5	1	1	1
Girls' Latin	204	204	408	194	194	388	10	95.	1	1	1	1	1	6
English High	799	799	1,598	763	763	1,526	36	95.	1	8	16	1	1	1
Girls' High	720	720	1,440	677	677	1,354	43	93.	1	1	1	1	1	18
Roxbury High	148	251	399	143	238	381	18	96.	1	2	1	1	1	7
Dorchester High	100	136	236	93	126	219	17	92.	1	1	1	1	1	6
Charlestown High	59	111	170	57	104	161	9	95.	1	1	1	1	1	4
West Roxbury High	31	71	102	30	66	96	6	95.	1	1	1	1	1	3
Brighton High	23	60	83	22	55	77	6	94.	1	1	1	1	1	2
East Boston High	69	89	158	66	85	151	7	96.	1	1	1	1	1	4
Totals	1,680	1,830	3,510	1,610	1,727	3,337	173	95.	6	24	25	1	3	650

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JAN. 31, 1891.

Schools.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.
Normal	65	101	10	..	..	..	..	176	..	..	..	..	..	..	1	17	44	62	52
Latin	81	83	74	77	53	42	79	480	6	30	60	94	89	103	63	29	13	2	..
Girls' Latin	31	28	45	27	35	13	25	204	3	7	14	22	47	40	35	20	11	3	2
English High	321	266	162	28	..	..	..	777	..	..	9	82	207	217	180	69	12	1	..
Girls' High	324	158	122	74	..	..	..	678	..	..	9	45	139	160	177	101	40	14	3
Roxbury High	179	110	70	34	..	..	..	393	..	..	3	38	92	114	80	43	13	6	1
Dorchester High	103	71	58	..	..	..	..	232	..	..	4	19	57	73	39	32	7	1	..
Charlestown High	91	47	27	..	..	..	..	105	..	..	1	10	43	51	40	14	5	1	..
West Roxbury High	39	27	34	..	..	..	..	100	..	..	3	9	24	26	25	8	4	1	..
Brighton High	37	27	19	..	..	..	..	83	..	..	..	3	20	26	24	10	..	..	..
East Boston High	77	53	23	..	..	..	..	133	..	..	1	10	31	49	44	14	4	..	..
Totals	1,348	971	644	240	88	55	104	3,450	9	37	104	332	739	836	708	300	133	91	58
Percentages	39.1	28.0	18.7	6.9	2.6	1.6	3.	100	.3	1.1	3.	9.6	21.4	24.9	20.5	10.4	4.4	2.7	1.7

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, Jan. 31, 1891.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	6	188	31.3
Latin	14	451	32.2
Girls' Latin	6	204	34.0
English High	24	799	33.3
Girls' High	21	720	34.3
Roxbury High	10	399	39.9
Dorchester High	7	236	33.7
Charlestown High	5	170	34.0
West Roxbury High	3	102	34.0
Brighton High	2	83	41.5
East Boston High	4	158	39.5
Totals	102	3,510	34.4

ADMISSIONS SEPTEMBER, 1890.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School	71	19	6
Charlestown High School	6	19	7
Roxbury High School	1	20	1
From other sources	19	20	9
Totals	97	19	9

High School Graduates, Fourth-year class, June, 1890, Girls, 96.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	140	.....	107	33	140	14	2
Girls' Latin .....	.....	55	38	17	55	14	7
English High	414	.....	320	94	414	15	9
Girls' High .....	.....	383	284	99	383	15	5
Roxbury High	80	115	181	14	195	15	6
Dorchester High	45	63	102	6	108	15	6
Charlestown High	33	66	96	3	99	15	8
West Roxbury High	15	24	38	1	39	15	3
Brighton High	12	27	37	2	39	15	7
East Boston High	33	49	79	3	82	15	10
Totals	772	782	1,282	272	1,554	14	5

GRAMMAR SCHOOLS.

Semi-Annual Returns to Jan. 31, 1891.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	332	155	487	305	142	447	40	91.	1	1	1	1	8
Agassiz	401	. . .	401	377	. . .	377	24	94.	1	1	1	1	5
Allston	332	383	715	301	351	652	63	91.	1	1	2	2	9
Bennett	256	279	535	245	266	511	24	96.	1	1	1	1	7
Bigelow	735	. . .	735	693	. . .	693	42	94.	1	2	1	1	10
Bowditch . . . . .	. . .	366	366	. . .	337	337	29	92.	1	. .	1	1	5
Bowdoin . . . . .	. . .	362	362	. . .	315	315	47	87.	1	. .	2	1	6
Brimmer	619	. . .	619	561	. . .	561	58	91.	1	2	1	1	10
Bunker Hill	359	338	697	332	311	643	54	92.	1	1	2	2	9
Chapman	314	288	602	294	265	559	43	92.	1	1	2	2	7
Charles Sumner	316	294	610	291	271	562	48	92.	1	1	2	1	8
Comins	274	270	544	256	246	502	42	92.	1	1	2	1	6
Dearborn	375	287	662	344	261	605	57	92.	1	1	2	2	8
Dillaway . . . . .	. . .	579	579	. . .	523	523	56	91.	1	. .	2	2	7
Dudley	617	. . .	617	581	. . .	581	36	94.	1	2	1	1	10
Dwight	664	. . .	664	616	. . .	616	48	93.	1	2	1	1	9
Edward Everett	311	274	585	288	249	537	48	92.	1	1	1	1	7
Eliot	989	. . .	989	868	. . .	868	121	88.	1	3	1	1	15
Emerson	438	307	745	404	284	688	57	92.	1	2	2	2	10
Everett . . . . .	. . .	681	681	. . .	623	623	58	92.	1	. .	2	3	8
Franklin . . . . .	. . .	734	734	. . .	664	664	70	90.	1	. .	2	3	9
Frothingham	286	346	632	257	310	567	65	90.	1	1	2	2	7
Gaston . . . . .	. . .	707	707	. . .	649	649	58	92.	1	. .	2	2	8
George Putnam	166	188	354	156	173	329	25	93.	1	. .	1	1	5
Gibson	185	204	389	178	189	367	22	94.	1	1	1	1	5
Hancock . . . . .	. . .	613	613	. . .	544	544	69	89.	1	. .	2	2	8
Harris	155	169	324	147	153	300	24	92.	1	. .	1	1	5

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.				Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			Masters.							
Harvard	310	303	613	291	280	571	42	93.	1	1	2	2				8
Henry L. Pierce	133	122	255	124	111	235	20	92.		1		2				4
Hugh O'Brien	447	318	765	423	296	719	46	94.	1	1	2	2				9
Hyde		604	604		552	552	52	91.	1		2	2				8
John A. Andrew	406	339	745	380	310	690	55	92.	1	1	2	2				9
Lawrence	831		831	785		785	46	95.	1	3	1	1				12
Lewis	347	359	706	325	332	657	49	92.	1	1	2	2				7
Lincoln	555		555	517		517	38	93.	1	1	1	1				8
Lowell	369	396	765	343	362	705	60	92.	1	1	2	2				9
Lyman	437	183	620	400	169	569	51	92.	1	1	2	2				8
Martin	171	185	356	160	169	329	27	92.	1	1	1	2				6
Mather	290	283	573	268	256	524	49	91.	1	1	1	1				8
Minot	144	169	313	136	155	291	22	93.	1		1	1				5
Mt. Vernon	105	124	229	100	114	214	15	93.		1	1	1				4
Norcross		652	652		589	589	63	90.	1		2	3				9
Phillips	803		803	710		710	93	88.	1	2	1	1				11
Prescott	261	270	531	244	247	491	40	92.	1	1	1	1				7
Prince	228	268	496	212	245	457	39	92.	1	1	1	1				7
Quincy	554		554	487		487	67	88.	1	2	1	1				7
Rice	522		522	485		485	37	93.	1	2	1	6				2
Sherwin	585		585	544		544	41	93.	1	2	1	1				7
Shurtleff		658	658		598	598	60	91.	1		2	3				9
Stoughton	213	214	427	199	194	393	34	92.	1	1	1	1				7
Thomas N. Hart	433		433	409		409	24	95.	1	1	1	1				5
Tileston	58	62	120	55	58	113	7	94.		1						2
Warren	325	354	679	313	338	651	28	96.	1	1	2	2				8
Wells		525	525		468	468	57	89.	1		2	1				8
Winthrop		812	812		715	715	97	88.	1		2	5				10
Totals	16,651	15,024	31,675	15,404	13,684	29,088	2,587	91.8	52	53	79	90				415

Gibson	45	40	51	80	84	94	394	1	8	38	64	59	63	67	47	33	11	2	1
Hancock	40	40	50	113	106	111	629	3	17	53	111	102	120	101	72	34	13	2	1
Harris	37	35	53	55	71	51	302	...	2	18	35	55	56	60	36	32	8	4	2
Harvard	51	55	103	105	142	135	27	618	...	10	31	91	108	126	111	74	52	13	2
Henry L. Pierce	34	44	39	44	39	41	...	241	...	1	9	24	44	43	45	33	31	10	1
Hugh O'Brien	99	59	98	143	139	230	...	768	...	11	50	104	98	104	127	126	52	31	5
Hyde	34	88	99	96	102	137	32	608	...	10	36	79	102	107	116	85	46	24	3
John A. Andrew	37	57	156	158	165	166	31	760	...	14	66	116	114	148	157	79	53	10	2
Lawrence	74	96	106	102	146	175	58	817	2	21	53	125	107	185	143	89	28	4	...
Lewis	80	104	113	117	122	117	55	704	...	14	65	122	112	106	96	89	62	29	9
Lincoln	36	64	86	114	99	121	33	553	...	8	21	86	106	113	111	68	30	9	1
Lowell	53	97	108	150	175	186	...	769	...	16	76	126	135	151	123	95	42	5	...
Lyman	56	54	97	109	136	118	33	603	...	6	46	73	107	115	108	88	42	20	4
Martin	52	80	42	69	46	65	...	354	1	10	26	40	46	44	69	70	33	14	...
Mather	44	51	100	105	111	161	...	572	1	5	55	80	115	103	102	70	25	16	...
Minot	30	32	44	50	69	84	...	309	...	13	31	43	46	59	46	45	22	4	...
Mr. Vernon	29	34	32	47	36	50	...	228	...	5	18	21	36	47	40	30	17	11	3
Norcross	31	45	98	130	170	199	...	633	...	7	51	103	114	133	121	70	23	10	1
Phillips	46	79	86	107	165	173	68	784	...	15	55	117	137	154	145	100	37	16	7
Prescott	47	62	77	94	145	120	...	545	...	8	38	79	82	97	112	74	39	15	1
Prince	48	82	93	92	102	95	...	510	...	11	42	62	65	105	75	73	45	21	8
Quincy	36	36	53	100	109	175	42	551	...	3	39	81	96	114	127	55	27	6	3
Rice	49	57	82	90	109	106	30	523	...	6	47	72	83	92	163	71	36	10	2
Sherwin	34	51	99	105	161	110	37	588	...	6	46	89	101	100	91	75	62	17	...
Shurtleff	57	52	92	91	211	151	...	654	...	14	51	90	102	107	119	81	69	17	4
Stoughton	49	70	63	87	77	90	...	436	...	12	32	74	75	64	71	62	33	10	3
Thomas N. Hart	33	49	84	99	75	91	...	431	...	8	34	70	66	68	74	69	28	13	1
Tileston	14	19	24	14	26	24	...	121	1	2	16	21	21	18	23	17	1	1	...
Warren	44	60	108	115	159	168	34	688	...	11	56	100	99	131	108	79	66	25	8
Wells	39	51	48	99	93	103	90	523	...	10	34	63	104	124	91	60	26	10	1
Winthrop	58	92	102	149	209	205	...	815	...	8	54	117	134	156	159	99	58	22	7
Totals	2,583	3,587	4,711	5,837	6,539	6,946	1,301	31,504	20	575	2,346	4,420	5,240	5,552	4,207	2,299	855	186	35
Per cents	8.2	11.4	15.	18.5	20.8	22.	4.1	100	.1	1.8	7.5	14.	16.6	18.3	17.6	13.4	7.3	2.7	.6

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes	Boys . . Girls . .	....	....	....	....	....	....
	Totals . . . . .	.. . . .	..	..	..	..	..	..
High Schools.	Advanced Class . . {	Boys . . Girls . .	....	....	....	....	....	....
	Third-year Class . . {	Boys . . Girls . .	....	....	....	....	....	....
	Second-year Class . {	Boys . . Girls . .	....	....	....	....	....	....
	First-year Class . . {	Boys . . Girls . .	....	....	....	....	....	....
	Totals . . . . .	.. . . .	..	..	..	..	..	..
Grammar Schools.	First Class {	Boys . . Girls . .	....	....	....	....	....	....
	Second Class {	Boys . . Girls . .	....	....	....	....	....	....
	Third Class {	Boys . . Girls . .	.. ..	.. ..	.. ..	.. ..	.. ..	1 ..
	Fourth Class {	Boys . . Girls . .	.. ..	.. ..	.. ..	.. ..	.. ..	21 13
	Fifth Class {	Boys . . Girls . .	.. ..	.. ..	.. ..	.. ..	11 12	243 211
	Sixth Class {	Boys . . Girls . .	.. ..	.. ..	.. ..	4 5	260 242	886 828
	Ungraded Class . . {	Boys . . Girls . .	.. ..	.. ..	.. ..	8 3	35 15	103 40
	Totals . . . . .	.. . . .	..	..	..	20	575	2,346
Primary Schools.	First Class {	Boys . . Girls . .	.. ..	.. ..	6 2	239 241	949 947	1,087 987
	Second Class {	Boys . . Girls . .	.. ..	8 7	482 460	1,401 1,237	1,301 1,132	676 499
	Third Class {	Boys . . Girls . .	15 13	1,408 1,230	2,100 1,833	1,296 1,155	495 454	165 165
	Totals . . . . .	.. . . .	28	2,653	4,883	5,569	5,278	3,579
Grand totals . . . . .		.. . . .	28	2,653	4,883	5,589	5,853	5,925

TO AGE AND TO CLASSES, JANUARY 31, 1891.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
.	6	30	60	94	89	103	63	29	15	489
.	3	7	14	22	47	40	35	20	16	204
.	9	37	74	116	136	143	98	49	31	693
.	.	.	.	.	.	3	11	12	6	32
.	.	.	.	.	.	3	23	39	39	104
.	.	.	.	.	14	73	95	60	9	251
.	.	.	.	.	5	47	97	79	37	265
.	.	.	.	19	94	146	107	21	2	389
.	.	.	.	7	69	110	119	49	16	370
.	.	.	18	109	217	120	54	5	.	523
.	.	.	12	81	205	214	103	29	4	648
.	.	.	30	216	604	716	609	294	113	2,582
.	1	19	168	399	390	209	44	5	.	1,235
.	.	5	142	394	458	247	84	18	.	1,348
2	23	216	526	612	347	92	6	3	.	1,827
.	13	140	465	565	394	148	29	6	.	1,760
29	192	576	804	538	206	51	5	1	.	2,403
15	157	558	752	521	241	55	8	1	.	2,308
244	721	968	762	357	81	13	2	.	.	3,169
199	636	793	622	286	92	24	2	1	.	2,668
828	922	744	406	181	17	6	.	.	.	3,358
747	891	731	396	156	31	3	3	.	.	3,181
1,103	744	408	183	63	15	3	2	.	.	3,671
959	670	361	165	39	6	.	.	.	.	3,275
200	188	148	126	69	16	4	.	.	.	897
94	82	102	35	27	5	.	1	.	.	404
4,420	5,240	5,769	5,552	4,207	2,299	855	186	35	.	31,504
579	190	73	31	.	.	.	.	.	.	3,154
547	200	74	28	.	.	.	.	.	.	3,026
203	64	19	6	.	.	.	.	.	.	4,160
217	50	31	6	.	.	.	.	.	.	3,639
49	7	5	1	.	.	.	.	.	.	5,541
57	23	6	6	.	.	.	.	.	.	4,942
1,652	534	208	78	.	.	.	.	.	.	24,462
6,072	5,783	6,014	5,734	4,539	3,039	1,714	893	378	144	59,241

PRIMARY SCHOOLS.

Semi-Annual Returns, to Jan. 31, 1891.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	180	132	312	162	115	277	35	89.	157	156	313
Agassiz	3	109	74	183	98	65	163	20	89.	109	85	194
Allston	10	256	266	522	236	240	476	46	91.	287	256	543
Bennett	7	176	157	333	164	144	308	25	93.	178	169	347
Bigelow	12	379	280	659	335	242	577	82	88.	391	284	675
Bowditch	6	145	126	271	126	110	236	35	87.	166	123	289
Bowdoin	8	146	164	310	133	143	276	34	89.	158	167	325
Brimmer	8	203	158	361	182	140	322	39	89.	230	166	396
Bunker Hill	12	273	269	542	244	236	480	62	89.	264	278	542
Chapman	6	174	140	314	154	124	278	36	88.	181	136	317
Charles Sumner . . .	9	228	214	442	199	185	384	58	87.	271	176	447
Comins	7	151	133	284	136	114	250	34	88.	170	123	293
Dearborn	13	334	289	623	291	238	529	94	86.	304	320	624
Dillaway	7	184	161	345	151	133	284	61	82.	185	173	358
Dudley	13	307	322	629	278	273	551	78	86.	320	337	657
Dwight	10	216	258	474	195	227	422	52	89.	277	203	480
Edward Everett . . .	8	217	210	427	190	182	372	55	87.	240	198	438
Eliot	8	309	161	470	261	130	391	79	83.	255	207	462
Emerson	10	295	274	569	263	247	510	59	89.	289	275	564
Everett	10	262	259	521	223	219	442	79	85.	278	256	534
Franklin	12	305	288	593	275	252	527	66	88.	305	310	615
Frothingham	9	251	252	503	231	221	452	51	90.	258	242	500
Gaston	9	176	294	470	163	259	422	48	90.	273	196	469
George Putnam . . .	4	119	104	223	104	90	194	29	87.	122	100	222
Gibson	6	147	142	289	131	124	255	34	88.	189	136	325
Hancock	13	436	472	908	377	401	778	130	86.	509	421	930
Harris	5	149	147	296	130	126	256	40	86.	137	150	287
Harvard	12	314	303	617	284	268	552	65	89.	324	302	626

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Henry L. Pierce,	4	98	81	179	83	68	151	28	67.	84	78	162
Hugh O'Brien .	12	432	260	692	383	225	608	84	88.	394	308	702
Hyde	8	231	247	478	210	223	433	45	91.	262	209	471
John A. Andrew	11	287	314	601	256	277	533	68	89.	338	264	602
Lawrence . . .	17	651	219	870	586	190	776	94	89.	458	433	891
Lewis	10	244	255	499	211	214	425	74	85.	247	274	521
Lincoln	5	192	80	272	167	71	238	34	88.	146	135	281
Lowell	15	425	420	845	369	357	726	119	86.	499	358	857
Lyman	8	231	152	383	208	133	341	42	89.	187	214	401
Martin	3	92	89	181	80	77	157	24	87.	80	44	124
Mather	10	264	249	513	230	208	438	75	84.	290	226	516
Minot	5	118	103	221	105	89	194	27	88.	142	85	227
Mount Vernon .	5	98	77	175	87	64	151	24	86.	78	93	171
Norcross . . .	13	192	412	604	172	366	538	66	89.	309	295	604
Phillips	7	191	178	369	161	149	310	59	84.	217	149	366
Prescott	8	188	190	378	172	170	342	36	90.	213	195	408
Prince	4	109	109	218	94	95	189	29	87.	110	135	245
Quincy	13	405	302	707	352	261	613	94	87.	359	370	729
Rice	7	183	161	344	161	136	297	47	86.	165	197	362
Sherwin	9	228	198	426	209	182	391	35	91.	249	194	443
Shurtleff	6	154	160	314	136	134	270	44	86.	156	159	315
Stoughton . . .	4	123	136	259	113	121	234	25	90.	159	105	264
Thomas N. Hart	9	353	151	504	309	131	440	64	87.	287	215	502
Tileston	2	32	42	74	28	37	65	9	88.	41	33	74
Warren	7	175	173	348	162	157	319	29	91.	179	160	339
Wells	15	398	430	828	349	375	724	104	89.	491	353	844
Winthrop . . .	6	133	130	263	111	108	219	44	84.	166	103	269
Totals . . .	466	12,668	11,367	24,035	11,220	9,866	21,086	2,949	87.7	13,143	11,319	24,462

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1891.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	88	100	125	313	37	47	73	80	39	25	9	3	. .
Agassiz	44	77	73	194	21	44	44	34	33	13	3	2	. .
Allston	144	158	241	543	63	92	132	115	79	29	20	5	8
Bennett	69	127	151	347	43	69	66	80	58	21	7	2	1
Bigelow	194	205	276	675	65	145	181	140	81	47	12	3	1
Bowditch . . .	78	102	109	289	37	65	64	65	35	12	8	3	. .
Bowdoin	92	118	115	325	22	61	75	73	67	23	1	3	. .
Brimmer	100	126	170	396	35	83	112	99	48	14	5	. . . .
Bunker Hill . .	144	220	178	542	60	87	117	115	97	49	12	5	. .
Chapman	96	90	131	317	28	67	86	72	43	15	5	1	. .
Chas. Sumner .	108	184	155	447	64	104	103	106	41	29	. . . .	
Comins	85	90	118	293	66	51	53	53	44	17	5	2	2
Dearborn	144	186	294	624	56	102	146	120	122	45	20	9	4
Dillaway	89	127	142	358	40	72	73	94	55	17	5	1	1
Dudley	153	206	298	657	59	134	127	153	86	57	22	12	7
Dwight	146	141	193	480	57	103	117	127	48	19	8	1	. .
Edward Everett,	112	149	177	438	51	94	95	95	66	21	10	3	3
Eliot	84	149	229	462	59	105	91	73	55	55	14	8	2
Emerson	129	176	259	564	56	99	134	97	98	46	17	13	4
Everett	133	152	249	534	44	93	141	134	79	31	9	2	1
Franklin	153	198	264	615	61	124	120	144	102	40	14	6	4
Frothingham .	169	163	168	500	60	101	97	98	76	51	16	1	. .
Gaston	141	151	177	469	65	93	115	103	61	26	3	2	1
Geo. Putnam .	54	72	96	222	29	44	49	55	28	16	1	. . . .
Gibson	69	108	148	325	37	60	92	70	47	12	7	. . . .
Hancock	151	211	568	930	92	209	208	181	136	69	23	10	2
Harris	78	99	110	287	27	46	64	55	52	29	6	7	1
Harvard	148	197	281	626	57	128	139	135	105	43	18	1	. .

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Henry L. Pierce	42	88	32	162	7	38	39	37	28	8	5	..	..
Hugh O'Brien	201	191	310	702	81	149	164	132	115	46	7	6	2
Hyde	109	140	222	471	46	92	124	81	86	22	13	3	4
J. A. Andrew . .	143	227	232	602	80	133	125	117	82	45	11	4	5
Lawrence . .	231	250	410	891	114	158	186	183	148	70	22	8	2
Lewis	135	170	216	521	34	84	129	141	82	36	13	2	..
Lincoln	85	84	112	281	23	59	64	67	48	11	6	2	1
Lowell	223	184	450	857	126	196	177	179	117	38	14	7	3
Lyman	95	134	172	401	46	67	74	96	71	33	11	2	1
Martin	36	42	46	124	21	27	32	20	14	10	..	..	..
Mather	129	125	262	516	61	107	122	95	67	33	14	8	3
Minot	59	58	110	227	34	55	53	53	19	10	2	1	..
Mt. Vernon . .	55	45	71	171	19	33	26	40	33	16	4	..	..
Norcross . . .	127	183	294	604	70	114	125	118	90	47	27	9	4
Phillips	76	132	158	366	57	85	75	52	59	31	9	7	..
Preseott	102	143	163	408	5	76	132	98	54	24	11	6	2
Prince	69	73	103	245	10	37	63	50	29	40	10	6	..
Quincy	190	239	300	729	70	142	147	175	103	51	25	12	4
Rice	89	159	114	362	18	69	78	89	70	29	6	2	1
Sherwin	97	180	166	443	63	79	107	96	47	37	10	4	..
Shurtleff	94	106	115	315	18	64	74	86	44	22	4	3	..
Stoughton . . .	70	91	103	264	35	59	65	63	28	11	1	1	1
Thos. N. Hart	151	182	169	502	49	126	112	101	72	24	12	5	1
Tileston	21	12	41	74	15	14	12	27	6	..	..	..	..
Warren	104	102	133	339	32	71	76	79	58	18	5	..	..
Wells	198	267	379	844	103	171	217	189	108	45	9	2	..
Wintrop	54	110	105	269	53	56	57	48	29	18	3	3	2
Totals . .	6,180	7,799	10,483	24,462	2,681	4,883	5,569	5,278	3,579	1,652	534	208	78
Percentages	25.3	31.9	42.8	100.	11.	20.	22.8	21.6	14.6	6.7	2.2	.8	.3

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, Jan. 31, 1891.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	11	487	44.3	H'n'y L. Pierce	6	255	42.5
Agassiz	8	401	50.1	Hugh O'Brien.	14	765	54.6
Allston	14	715	51.1	Hyde	12	604	50.3
Bennett	10	535	53.5	J. A. Andrew.	14	745	53.2
Bigelow	14	735	52.5	Lawrence	17	831	48.8
Bowditch	7	366	52.3	Lewis	12	706	58.8
Bowdoin	9	362	40.2	Lincoln	11	555	50.4
Brimmer	14	619	44.2	Lowell	14	765	54.6
Bunker Hill . .	14	697	49.7	Lyman	13	620	47.6
Chapman	12	602	50.2	Martin	10	356	35.6
Chas. Sumner	12	610	50.8	Mather	11	573	52.1
Comins	10	544	54.4	Minot	7	313	44.7
Dearborn	13	662	50.9	Mt. Vernon . . .	6	229	38.1
Dillaway	11	579	52.6	Norcross	14	652	46.5
Dudley	14	617	44.1	Phillips	15	803	53.5
Dwight	13	664	51.0	Prescott	10	531	53.1
Edw. Everett.	10	585	58.5	Prince	10	496	49.6
Eliot	20	989	49.9	Quincy	11	554	50.3
Emerson	16	745	46.5	Rice	11	522	47.4
Everett	13	681	52.3	Sherwin	11	585	53.2
Franklin	14	734	52.4	Shurtleff	14	658	47.0
Frothingham.	12	632	52.6	Stoughton . . .	10	427	42.7
Gaston	12	707	58.9	Thos. N. Hart.	8	433	54.1
Geo. Putnam.	7	354	50.6	Tileston	2	120	60.0
Gibson	8	389	48.6	Warren	13	679	52.0
Hancock	12	613	51.0	Wells	11	525	47.7
Harris	7	324	46.3	Winthrop	17	812	47.7
Harvard	13	613	47.1	Totals	634	31,675	49.9

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, Jan. 31, 1891.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	312	52.0	Henry L. Pierce	4	179	44.8
Agassiz.....	3	183	61.0	Hugh O'Brien..	12	692	57.6
Allston	10	522	52.2	Hyde	8	478	59.7
Bennett	7	333	47.6	J. A. Andrew ..	11	601	54.6
Bigelow	12	659	54.9	Lawrence	17	870	51.2
Bowditch ...	6	271	45.1	Lewis	10	499	49.9
Bowdoin ...	8	310	38.7	Lincoln	5	272	54.4
Brimmer ...	8	361	45.1	Lowell	15	845	56.3
Bunker Hill.	12	542	45.2	Lyman	8	383	47.8
Chapman ...	6	314	52.3	Martin	3	181	60.3
Ch's Sumner	9	442	49.1	Mather	10	513	51.3
Comins.....	7	284	40.6	Minot	5	221	44.2
Dearborn ..	13	623	47.9	Mt. Vernon ...	5	175	35.0
Dillaway ...	7	345	49.3	Norcross	13	604	46.4
Dudley.....	13	629	48.3	Phillips	7	369	52.7
Dwight.....	10	474	47.4	Prescott	8	378	47.2
Edw. Everett	8	427	53.4	Prince	4	218	54.5
Eliot.....	8	470	58.7	Quincy	13	707	54.3
Emerson ...	10	569	56.9	Rice	7	344	49.1
Everett.....	10	521	52.1	Sherwin	9	426	47.3
Franklin ...	12	593	49.4	Shurtleff	6	314	52.3
Frothingham	9	503	55.9	Stoughton	4	259	64.8
Gaston	9	470	52.2	Thos. N. Hart .	9	504	56.0
Geo. Putnam	4	223	55.7	Tileston	2	74	37.0
Gibson	6	289	48.1	Warren	7	348	49.7
Hancock....	13	908	69.8	Wells	15	828	55.2
Harris	5	296	59.2	Winthrop	6	263	43.8
Harvard	12	617	51.4	Totals	466	24,035	51.5

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending Jan. 31, 1891.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	61	30	91	Henry L. Pierce...	17	14	31
Agassiz.....	34	25	59	Hugh O'Brien	92	64	156
Allston	57	73	130	Hyde	46	36	82
Bennett.....	37	30	67	John A. Andrew...	54	45	99
Bigelow.....	70	45	115	Lawrence	115	12	127
Bowditch	35	30	65	Lewis	76	76	152
Bowdoin	32	41	73	Lincoln	60	22	82
Brimmer.....	37	47	84	Lowell.....	99	89	188
Bunker Hill.....	69	62	131	Lyman.....	42	34	76
Chapman	59	37	96	Martin.....	29	20	49
Charles Sumner	64	67	131	Mather	79	51	130
Comins	38	30	68	Minot.....	26	38	64
Dearborn	68	54	122	Mt. Vernon	15	12	27
Dillaway.....	60	44	104	Norcross.....	34	79	113
Dudley	73	76	149	Phillips	39	33	72
Dwight	100	63	163	Prescott	67	48	115
Edward Everett....	58	55	113	Prince	31	37	68
Eliot	62	18	80	Quincy	60	28	88
Emerson.....	63	48	111	Rice.....	37	32	69
Everett	64	68	132	Sherwin	54	42	96
Franklin.....	60	81	141	Shurtleff.....	28	23	51
Frothingham	42	53	95	Stoughton.....	31	28	59
Gaston.....	48	100	148	Thomas N. Hart...	69	44	113
George Putnam....	26	32	58	Tileston	14	10	24
Gibson.....	36	35	71	Warren.....	45	59	104
Hancock.....	95	92	187	Wells.....	112	91	203
Harris	28	31	59	Winthrop	18	15	33
Harvard	36	27	63	Totals	2,901	2,476	5,377

GRAMMAR SCHOOLS.

Number of Diploma-Scholars, June, 1890. Number of these admitted to High and Latin Schools, September, 1890.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams.	24	17	41	23	Henry L. Pierce	16	14	30	20
Agassiz.	31	..	31	21	High O'Brien	17	24	41	25
Allston.	26	25	51	26	Hyde. ....	..	32	32	14
Bennett.	24	20	44	30	J. A. Andrew	18	19	37	15
Bigelow.	46	..	46	21	Lawrence. . .	53	..	53	18
Bowditch. ....	..	31	31	20	Lewis.	31	41	72	57
Bowdoin. ....	..	31	31	15	Lincoln.	42	..	42	22
Brimmer.	28	..	28	12	Lowell.	20	27	47	21
Bunker Hill ..	27	32	59	29	Lyman.	23	14	37	18
Chapman.	18	25	43	25	Martin.	12	29	41	10
Chas. Sumner.	14	21	35	11	Mather.	13	27	40	16
Comins.	27	17	44	20	Minot.	8	17	25	13
Dearborn.	17	18	35	18	Mt. Vernon ..	8	9	17	15
Dillaway. ....	..	25	25	22	No. cross. ....	..	27	27	12
Dudley.	42	..	42	29	Phillips.	42	..	42	19
Dwight.	56	..	56	23	Prescott.	21	26	47	20
Edw. Everett..	12	33	45	27	Prince.	38	47	85	47
Eliot.	42	..	42	18	Quincy.	31	..	31	9
Emerson.	17	24	41	23	Rice.	45	..	45	27
Everett. ....	..	75	75	46	Sherwin.	38	..	38	7
Franklin. ....	..	35	35	10	Shurtleff. ....	..	54	54	27
Frothingham ..	19	26	45	20	Stoughton. . .	21	18	39	25
Gaston. ....	..	48	48	21	Thos. N. Hart	32	..	32	22
George Putnam	9	17	26	17	Tileston.	9	2	11	19
Gibson.	18	16	34	..	Warren.	19	29	48	26
Hancock. ....	..	19	19	9	Wells. ....	..	32	32	14
Harris.	11	16	27	23	Winthrop. ....	..	54	54	18
Harvard.	21	32	53	26	Totals.	1086	1,162	2,248	1,139

TABLE SHOWING (a) THE NUMBER OF PUPILS IN EACH CLASS OF THE GRAMMAR AND PRIMARY SCHOOLS IN OCTOBER, 1890, AND (b) THE NUMBER IN EACH CLASS WHO WERE MEMBERS OF THE SAME CLASS ONE YEAR BEFORE.

DISTRICT.	GRAMMAR CLASSES.						UNGRADED CLASS.	PRIMARY CLASSES.		
	I.	II.	III.	IV.	V.	VI.		I.	II.	III.
Adams (a).....	38	53	97	99	105	94	24	91	98	122
(b).....	..	4	25	2	..	2	14	3	2	45
Agassiz (a).....	37	38	55	111	56	106	..	41	50	84
(b).....	..	3	8	4	10	19	..	..	6	42
Allston (a).....	98	98	111	118	121	166	..	144	149	216
(b).....	..	..	1	4	4	31	..	11	1	94
Bennett (a).....	46	88	80	112	112	112	..	64	118	152
(b).....	..	..	..	25	16	25	..	..	22	30
Bigelow (a).....	48	92	114	169	165	159	..	191	207	271
(b).....	..	..	..	10	..	43	..	40	56	72
Bowdoin (a).....	38	36	67	47	87	85	..	93	100	115
(b).....	2	1	1	..	3	4	..	..	24	21
Brimmer (a).....	35	92	88	92	138	136	33	102	124	152
(b).....	2	40	20	9	33	24	13	10	3	21
Bunker Hill (a).....	48	64	101	154	152	163	35	151	179	214
(b).....	1	3	10	13	19	23	4	10	20	49
Chapman (a).....	50	61	101	169	162	132	..	104	90	122
(b).....	..	..	38	25	13	35	..	1	5	41
Charles Sumner (a)...	45	49	87	122	153	172	..	108	189	147
(b)...	..	..	12	29	29	19	..	4	5	12
Comins (a).....	47	96	36	103	102	106	..	88	92	107
(b).....	..	3	4	2	6	..	..	..	10	33
Dearborn (a).....	47	74	92	113	149	167	24	134	202	282
(b).....	..	11	2	4	32	29	..	6	25	86
Dillaway (a).....	46	85	107	105	116	125	..	79	138	126
(b).....	2	24	13	2	16	13	..	..	9	24
Dudley (a).....	50	80	95	142	113	112	24	155	209	265
(b).....	..	17	3	16	1	..	4	4	16	61
Dwight (a).....	56	98	103	155	109	112	23	99	197	176
(b).....	..	..	..	3	2	..	6	2	2	13
Edward Everett (a)...	49	76	106	114	121	125	..	116	157	170
(b)...	..	..	21	10	27	11	..	..	2	32

TABLE SHOWING (a) THE NUMBER OF PUPILS IN EACH CLASS OF THE GRAMMAR AND PRIMARY SCHOOLS IN OCTOBER, 1890, AND (b) THE NUMBER IN EACH CLASS WHO WERE MEMBERS OF THE SAME CLASS ONE YEAR BEFORE. — *Continued.*

DISTRICT.	GRAMMAR CLASSES.						UNGRADED CLASS.	PRIMARY CLASSES.		
	I.	II.	III.	IV.	V.	VI.		I.	II.	III.
Eliot (a)	52	111	107	166	162	164	255	136	156	163
(b) .....	..	15	2	1	4	2	151	9	63	74
Emerson (a)	45	52	121	181	179	175	..	132	205	229
(b) .....	..	1	3	9	..	27	..	7	27	28
Everett (a)	77	99	110	110	158	109	?	137	136	231
(b) .....	..	16	11	9	10	7	3	..	3	14
Franklin (a)	77	112	115	111	172	154	..	154	191	231
(b) .....	..	8	1	5	39	6	..	12	27	62
Frothingham (a)	45	63	112	113	113	158	33	171	164	173
(b) .....	..	2	14	7	1	12	11	..	5	15
Gaston (a)	52	107	112	114	163	168	..	155	152	168
(b) .....	..	..	1	2	8	1	..	8	14	35
George Putnam (a)	31	70	55	55	56	55	35	55	88	81
(b)	14	15	7	9	15	14	..	..	20	34
Gibson (a)	46	42	51	80	78	94	..	66	99	123
(b) .....	..	..	3	6	9	9	..	5	17	12
Hancock (a)	46	50	50	107	104	111	122	157	287	477
(b)	11	8	..	17	1	10	18	..	48	175
Harris (a)	36	37	53	61	80	58	..	89	101	112
(b) .....	..	..	..	1	..	..	..	2	16	29
Harvard (a)	55	58	104	100	149	122	31	143	188	306
(b) .....	..	3	18	4	34	10	9	1	10	61
Hillside (a)	41	55	56	54	75	85	..	67	97	96
(b)	2	11	3	14	15	6	..	..	27	20
Hugh O'Brien (a)	68	94	102	110	143	193	..	195	189	304
(b) .....	..	9	17	8	18	57	..	16	19	143
Hyde (a)	35	90	102	104	100	165	27	96	150	192
(b)	2	34	23	12	5	2	8	1	3	12
John A. Andrew (a) ..	39	58	160	166	163	146	31	145	165	242
(b) ..	1	3	34	9	24	11	4	12	7	21
Lawrence (a)	79	101	112	160	143	178	63	231	245	392
(b)	1	..	..	10	..	13	33	..	4	..

TABLE SHOWING (a) THE NUMBER OF PUPILS IN EACH CLASS OF THE GRAMMAR AND PRIMARY SCHOOLS IN OCTOBER, 1890, AND (b) THE NUMBER IN EACH CLASS WHO WERE MEMBERS OF THE SAME CLASS ONE YEAR BEFORE. — *Continued.*

DISTRICT.	GRAMMAR CLASSES.						UNGRADED CLASS.	PRIMARY CLASSES.		
	I.	II.	III.	IV.	V.	VI.		I.	II.	III.
Lewis (a).....	83	105	117	115	125	173	..	134	160	212
(b).....	1	3	5	9	13	20	..	3	16	77
Lincoln (a).....	35	77	91	110	92	125	32	91	79	98
(b).....	..	2	3	4	2	10	15	10	5	18
Lowell (a).....	40	123	101	151	159	170	..	214	238	367
(b).....	..	13	10	12	6	8	..	7	30	78
Lyman (a).....	56	60	94	114	133	134	37	97	130	148
(b).....	2	..	25	6	23	20	4	1	10	20
Martin (a).....	50	79	50	63	52	64	..	36	41	49
(b).....	1	14	..	..	..	..	..	2	..	1
Mather (a).....	44	53	102	107	102	166	..	125	153	214
(b).....	1	4	16	..	17	29	..	9	8	25
Minot (a).....	29	32	45	50	72	84	..	58	52	105
(b).....	..	..	1	6	24	29	..	..	7	38
Mt. Vernon (a).....	29	33	33	48	36	51	..	52	46	73
(b).....	..	2	3	9	2	11	..	1	..	20
Norcross (a).....	29	52	108	154	143	176	..	127	177	296
(b).....	12	8	30	38	21	15	..	10	9	82
Phillips (a).....	44	88	91	167	163	174	76	73	122	175
(b).....	..	4	..	31	14	6	7	1	9	21
Pierce (a).....	37	46	44	50	41	44	..	45	82	69
(b).....	2	3	15	..	..	7	..	2	8	12
Prescott (a).....	49	60	80	108	132	114	..	105	140	150
(b).....	..	2	7	15	22	18	..	3	16	15
Prince (a).....	49	75	86	94	92	87	..	57	61	82
(b).....	..	1	10	5	2	..	..	..	13	15
Quincy (a).....	36	42	51	110	111	169	42	193	236	272
(b).....	..	..	..	10	4	29	18	28	10	22
Rice (a).....	47	61	83	89	107	112	21	88	145	103
(b).....	..	3	5	2	3	7	2	..	33	8
Sherwin (a).....	34	55	97	109	157	90	39	98	135	198
(b).....	..	7	20	13	47	2	9	2	5	10

TABLE SHOWING (a) THE NUMBER OF PUPILS IN EACH CLASS OF THE GRAMMAR AND PRIMARY SCHOOLS IN OCTOBER, 1890, AND (b) THE NUMBER IN EACH CLASS WHO WERE MEMBERS OF THE SAME CLASS ONE YEAR BEFORE. — *Concluded.*

DISTRICT.	GRAMMAR CLASSES.						UNGRADED CLASS.	PRIMARY CLASSES.		
	I.	II.	III.	IV.	V.	VI.		I.	II.	III.
Shurtleff (a).....	57	57	96	96	217	150	..	97	102	120
(b).....	..	1	2	8	105	27	..	..	3	19
Stoughton (a).....	49	66	66	76	77	90	..	70	81	109
(b).....	..	12	13	24	14	24	..	13	17	12
Thomas N. Hart (a)...	34	54	86	95	87	78	..	163	170	171
(b)...	..	5	10	8	9	4	..	15	..	9
Tileston (a).....	14	19	23	15	25	26	..	21	13	44
(b).....	..	..	1	..	..	1	..	1	..	8
Warren (a).....	46	62	113	120	162	159	31	101	98	150
(b).....	..	4	25	5	25	13	9	2	5	33
Wells (a).....	39	53	53	111	89	103	79	200	265	356
(b).....	1	1	1	12	3	11	7	3	28	81
Winthrop (a).....	59	96	107	148	213	182	..	79	82	91
(b).....	2	16	3	20	19	33	..	..	15	15
Total (a).....	2,591	3,827	4,839	5,957	6,566	6,922	1,117	6,213	7,720	9,893
(b).....	60	342	500	518	747	734	349	277	765	2,050

TABLE SHOWING THE NUMBER OF CHILDREN, THIRTEEN OR MORE YEARS OF AGE, LEAVING THE GRAMMAR SCHOOLS BEFORE GRADUATION, WITH THEIR AGES AND THE CLASSES TO WHICH THEY BELONGED.

School and District.	Number belonging to the Grammar School, Jan. 31, 1890.	Total number 13 or more years of age discharged during year ending.	Graduates in June, 1890.	Certainly or probably entered some other day school.	Ended their schooling at the time of leaving.	Belonging at the end of their schooling to								Age at Leaving.			
						Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Ungraded.	Primary.	Thirteen.	Fourteen.	Fifteen.	Sixteen and over.
Adams	527	113	41	13	59	6	8	20	21	..	3	1	..	13	20	18	8
Agassiz	386	82	30	16	36	1	11	6	13	5	..	..	..	8	12	12	4
Allston	676	124	54	24	46	2	17	9	11	3	3	..	1	4	8	14	20
Bennett.....	534	108	44	12	52	6	13	18	7	6	2	..	..	12	15	12	13
Bigelow	743	149	46	49	54	1	12	12	19	8	2	..	..	29	13	11	1
Bowditch	377	92	35	24	33	2	6	13	6	6	..	..	..	9	12	9	3
Bowdoin	342	98	34	25	39	2	9	13	5	7	3	..	..	9	13	8	9
Brimmer	645	151	28	43	80	2	22	17	16	17	3	3	..	16	35	20	9
Bunker Hill	712	154	62	22	70	2	13	16	16	12	6	5	..	19	29	15	7
Chapman	597	120	47	28	45	1	9	12	11	12	..	..	..	6	17	11	11
Charles Sumner.....	532	104	34	28	42	2	1	15	13	5	3	3	..	8	13	13	8

Comins	503	152	44	15	93	11	24	22	21	11	4	..	..	26	50	16	1
Dearborn	636	109	35	14	60	8	15	10	4	6	9	7	1	16	23	19	2
Dillaway	563	130	39	58	33	1	13	7	7	4	1	..	..	..	16	7	10
Dudley	667	148	42	34	72	..	9	25	21	13	3	1	..	18	36	18	..
Dwight	666	167	56	45	66	7	21	13	15	3	3	4	..	17	16	18	15
Edward Everett	544	110	46	33	31	2	4	11	9	4	1	..	..	4	12	5	10
Eliot	994	263	52	26	185	2	39	32	29	29	12	42	..	45	89	41	10
Emerson	730	198	41	58	99	1	15	28	25	14	10	3	3	30	22	30	17
Everett	660	166	75	52	39	..	11	9	9	4	2	4	..	8	14	14	3
Franklin	710	137	37	29	71	4	20	23	15	7	2	..	..	18	28	17	8
Frothingham	599	131	45	28	58	..	10	17	13	10	3	5	..	17	20	17	4
Gaston	647	98	48	21	29	2	4	8	8	4	3	..	..	3	13	12	1
George Putnam	322	57	27	11	19	..	8	7	3	..	1	..	..	4	6	4	5
Gibson	367	68	34	9	25	2	10	4	2	6	1	..	..	7	11	4	3
Hancock	581	142	19	27	96	8	8	7	19	13	9	32	..	88	41	10	7
Harris	309	71	27	12	32	1	4	12	4	9	1	..	1	8	8	12	4
Harvard	630	124	53	21	50	3	7	10	15	10	..	5	..	16	18	13	3

TABLE SHOWING THE NUMBER OF CHILDREN, THIRTEEN OR MORE YEARS OF AGE, LEAVING THE GRAMMAR SCHOOLS BEFORE GRADUATION, WITH THEIR AGES AND THE CLASSES TO WHICH THEY BELONGED. — *Concluded.*

SCHOOL AND DISTRICT.	Number belonging to the Grammar School, Jan. 31, 1890.	Total number 13 or more years of age discharged during year ending.	Graduates in June, 1890.	Certainty or proba- bly entered some other day school.	Ended their school- ing at the time of leaving.	Belonging at the end of their schooling to							Age at Leaving.				
						Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Ungraded.	Primary.	Thirteen.	Fourteen.	Fifteen.	Sixteen and over.
Henry L. Pierce	260	51	33	6	12	5	5	1	1	..	..	..	..	2	2	3	5
Hugh O'Brien	727	107	41	35	31	2	10	10	4	1	..	4	..	10	13	5	3
Hyde.....	604	118	32	13	73	10	21	22	8	2	4	6	..	23	18	20	12
John A. Andrew	790	142	39	14	89	2	15	20	36	9	3	4	..	21	44	17	7
Lawrence.....	849	170	53	19	98	1	34	30	25	2	1	5	..	56	28	11	3
Lewis	621	117	75	20	22	..	8	4	3	6	1	..	..	8	7	3	4
Lincoln.....	563	116	42	23	51	..	6	14	23	5	3	..	..	14	22	12	3
Lowell	736	87	47	24	16	..	9	4	2	1	..	..	..	1	8	4	3
Lyman	677	150	40	33	77	1	5	30	11	20	9	1	..	26	40	8	3
Martin	372	90	42	16	32	1	12	9	10	..	..	..	..	8	11	8	5
Mather	533	99	41	13	45	3	5	17	4	13	1	..	2	17	12	12	4

Minot	316	76	25	14	37	6	12	9	4	4	2	..	..	7	7	15	8
Mount Vernon	210	35	17	9	9	3	2	1	2	1	..	.	..	1	4	1	3
Norcross	666	153	27	18	108	6	20	22	40	11	8	..	1	32	46	23	7
Phillips	780	192	42	39	112	4	8	22	39	25	..	14	..	41	42	23	6
Prescott	553	120	55	14	51	..	1	20	18	5	7	..	..	23	18	7	3
Prince	524	131	85	35	11	1	4	2	3	1	..	..	..	4	..	3	4
Quincy	521	198	31	49	118	9	13	19	31	24	10	12	..	32	62	17	7
Rice	551	135	46	27	62	2	8	23	14	9	2	4	..	13	25	15	9
Sherwin	588	130	38	25	67	1	9	26	17	5	1	8	..	26	25	13	3
Shurtleff	686	119	54	18	47	2	..	22	13	8	2	..	..	18	15	8	6
Stoughton	404	68	41	12	15	3	6	3	2	..	..	..	1	2	7	3	3
Thomas N. Hart	432	57	32	6	19	1	1	5	8	4	..	..	..	13	4	2	..
Tileston	113	21	12	4	5	1	1	2	1	..	..	..	..	1	2	..	2
Warren	722	159	48	30	81	1	10	21	19	20	2	8	..	18	32	17	14
Wells	503	101	37	14	50	2	8	7	14	8	3	8	..	9	21	13	7
Winthrop	847	198	55	38	105	7	24	21	39	11	..	3	..	31	36	28	10
Total	31,347	6,707	2,305	1,345	3,057	153	600	782	748	423	149	192	10	865	1161	691	340

EXPENDITURES FOR THE PUBLIC SCHOOLS.

R E P O R T

OF

COMMITTEE ON ACCOUNTS.

TWENTY-THIRD ANNUAL REPORT.

COMMITTEE ON ACCOUNTS.

BOSTON, June 1, 1891.

To the School Committee: —

Your committee, in accordance with Chap. 4, Sect. 42, of the Rules, submit their report for the financial year commencing May 1, 1890, and ending April 30, 1891. The expenditures in detail, as furnished by the Auditing Clerk, are included in this report.

The Legislature of 1889 transferred the responsibility of purchasing furniture and making repairs from the Public Building Department of the City Council to the School Committee; and under date of May 27, 1890, the School Board gave authority to the Superintendent of Public Buildings to do the work and draw upon the City Auditor for the expenses incurred.

Under this vote the Superintendent of Public Buildings expended for furniture, repairs, and the alterations of school-houses, the sum of \$263,860.16, the details of which expenditure were furnished by him and are included in this report.

Under date of Feb. 11, 1890, this committee presented to the School Board the estimated amount required for the schools, exclusive of the expenses for furniture, repairs, alterations, and the building of new school-houses. The estimates submitted were approved by the School Committee and forwarded to the City Auditor.

The estimates were as follows :—

Salaries of instructors	\$1,369,400 00
Salaries of officers	59,500 00
Salaries of janitors	104,500 00
Fuel, gas, and water	80,200 00
Supplies and incidentals	98,400 00
	<hr/>
	<u>\$1,712,000 00</u>

The City Council granted the School Committee, for expenses of the public schools, \$1,919,200, which amount was made up as follows :—

Salaries of instructors	\$1,350,000 00
Salaries of officers	59,500 00
Salaries of janitors	104,500 00
Fuel, gas, and water	80,200 00
Supplies and incidentals	90,000 00
School-house repairs	228,500 00
Gibson School-house, heating apparatus .	3,000 00
Prince School-house, yard	500 00
Stoughton School-house, heating apparatus,	3,000 00
	<hr/>
	<u>\$1,919,200 00</u>

Of the amount appropriated, \$235,000 were for school-house repairs, which, by vote of the School Committee, were transferred by the City Council to an appropriation "For School-houses, Public Buildings." Deducting this amount from the total appropriation granted, there remained \$1,684,200 to the credit of the School Committee to meet the expenditures of the Board, exclusive of repairs, a reduction from the estimates presented by them of \$27,800.

In addition to the amount granted, the City Auditor credited \$981.68, received from the State of Massachusetts on account of travelling expenses of pupils in the Horace Mann School, to the appropriation, making the total amount available \$1,685,181.68.

The fact that the School Committee were able to keep within the appropriation was due to a saving of more than \$15,000 in the cost for fuel, gas, and water, and supplies.

The ordinary expenses the past year were as follows :—

School Committee.

Salaries of instructors	\$1,364,875 87
Salaries of officers	60,112 33
Salaries of janitors	103,420 72
Fuel, gas, and water	69,524 54

Supplies and Incidentals :—

Books	\$41,074 14	
Printing	6,119 45	
Stationery and drawing materials	12,052 08	
Miscellaneous items	26,982 90	
	<hr/>	86,228 57

Expended from the appropriation	\$1,684,162 03
Expended from income of Gibson Fund	1,198 25

Total expenditure	\$1,685,360 28
Total income	41,209 06

Net expenditure, School Committee	\$1,644,151 22
---------------------------------------------	----------------

Public Building Department.

Furniture, masonry, carpentry, roofing, heating-apparatus, etc.	\$263,860 16
Income	208 00

Net expenditure, Public Building Dep't	263,652 16
--------------------------------------------------	------------

Total net expenditure for the year (exclusive of new school-houses)	<u>\$1,907,803 38</u>
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Your committee, in preparing the estimates, stated that the probable income would be as follows : —

Non-residents, State and City	\$13,000 00
Trust-funds and other sources	24,000 00
	<hr/>
Total estimated income	<u>\$37,000 00</u>

The income collected was as follows : —

Non-residents, State and City, \$16,887 97	
Trust-funds and other sources, 23,201 47	
Sale of books 137 94	
State of Massachusetts, travelling expenses pupils Horace Mann School 981 68	
	<hr/>
Total income	<u>\$41,209 06</u>

The expenses of the School Committee, as compared with the year previous, present an increase of \$29,536.31. The expenses incurred under the direction of the Superintendent of Public Buildings for furniture, repairs, etc., of school-houses were increased \$2,293.61, thereby increasing the total net expenditure \$31,829.92.

The average number of pupils belonging to all the schools was 67,022. The average cost per pupil incurred by the School Committee was \$24.53; by the Superintendent of Public Buildings, \$3.94, — making the total average cost per pupil, \$28.47.

The cost per pupil the past year as compared with the year previous shows an increase of five cents per pupil.

The increase in the average number of pupils attending the schools the past year was 1,019.

The number of regular instructors on the pay-rolls, April 1, 1890, was 1,311. During the year 83 resigned, 1 was discontinued, and 14 died. Of the 83 instructors who

resigned, 32 were appointed to higher positions, making the actual reduction 66, and leaving 1,245 of the original number. During the year there were, in addition, 88 new appointments, making the total of regular instructors, April 1, 1891, 1,333, divided among the several grades of schools, as follows: High Schools, 117; Grammar Schools, 683; Primary Schools, 463; Horace Mann School, 11; Kindergartens, 59, — an increase of 22 for the year.

In addition there have been 106 temporary teachers and 60 special assistants employed in the day schools, an average of 178 instructors in the Evening and Evening Drawing Schools and 52 special teachers, making a total of 1,729 instructors on the pay-rolls during the year.

Later in this report the expenses of each grade of schools are given, but include only such as are directly chargeable to the different grades. In addition, certain expenditures, which might be termed general expenses, such as cost of supervision, salaries of officers and directors of special studies, printing, the annual festival, and similar expenditures, amounting to \$101,668.05, or about six per cent. of the running expenses, are incurred for the schools as a whole.

In like manner a certain part of the income collected, amounting to \$22,003.22, is received for the schools in general, and not for any particular grade.

The following shows the total net cost for carrying on each grade of schools, by charging and crediting each with its share *pro rata* of the general expenses and income. It includes not only the expenses of the School Committee, but also expenditures made for furniture, repairs, etc., from the appropriation under the charge of the Superintendent of Public Buildings.

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors	\$212,315 13
Salaries of janitors	11,081 00
Books, drawing materials, and stationery	10,957 93
Other supplies and miscellaneous items	2,178 48
Fuel, gas, and water	9,490 27
Proportion of general expenses	15,886 43
Total cost School Committee	<u>\$261,909 24</u>
Income from sale of books \$42 09	
Proportion of general income 3,438 18	
Total	<u>3,480 27</u>
Net cost School Committee	<u>\$258,428 97</u>
Net expenses Public Building Department	25,064 90
Total net cost	<u><u>\$283,493 87</u></u>
Average number of pupils, 3,510; cost per pupil, \$80.77.	
Cost for educating 3,510 pupils	\$283,493 87
Tuition paid by 106 non-resident pupils	<u>7,736 75</u>
Net cost for educating 3,404 resident pupils	<u><u>\$275,757 12</u></u>
Average cost for each resident pupil, \$81.01.	

GRAMMAR SCHOOLS.

Salaries of instructors	\$705,436 44
Salaries of janitors	49,914 50
Books, drawing materials, and stationery	32,144 62
Other supplies and miscellaneous items	3,582 75
Fuel, gas, and water	32,050 26
Proportion of general expenses	53,151 88
Total cost School Committee	<u>\$876,280 45</u>
Income from sale of books \$51 57	
Income from non-resident tuition 397 97	
Proportion of general income 11,503 24	
	<u>11,952 78</u>
Net cost School Committee	<u>\$864,327 67</u>
Net expenses Public Building Department	151,487 56
Total net cost	<u><u>\$1,015,815 23</u></u>
Average number of pupils, 31,675; average cost per pupil, \$32.07.	

PRIMARY SCHOOLS.

Salaries of instructors	\$332,652 82
Salaries of janitors	38,654 43
Books, drawing materials, and stationery	5,548 69
Other supplies and miscellaneous items	2,707 82
Fuel, gas, and water	22,616 64
Proportion of general expenses	25,969 99
Total cost School Committee	<u>\$428,150 39</u>
Income from sale of books	\$31 75
Income from non-resident tuition	28 46
Proportion of general income	5,620 48
	<u>5,680 69</u>
Net cost School Committee	<u>\$422,469 70</u>
Net expenses Public Building Department	83,393 83
Total net cost	<u><u>\$505,863 53</u></u>

Average number of pupils, 24,035; average cost per pupil, \$21.05.

HORACE MANN SCHOOL.

Salaries of instructors	\$9,748 17
Salary of janitor	680 00
Books, drawing materials, and stationery	65 99
Other supplies, car-fares, and miscellaneous items	1,081 74
Fuel, gas, and water	524 78
Proportion of general expenses	781 38
Total cost School Committee	<u>\$12,882 06</u>
Proportion of general income	169 11
	<u>\$12,712 95</u>
Net expenses Public Building Department	136 68
	<u><u>\$12,849 63</u></u>

Average number of pupils, 85; cost per pupil, \$151.17.

Total cost for educating 85 pupils	\$12,849 63
Received from the State, etc., for tuition and travelling expenses of pupils	9,611 27
Net cost for educating 85 pupils	<u>\$3,238 36</u>
Net average cost for each pupil	\$38 10

KINDERGARTENS.

Salaries of instructors	\$30,283 54
Salaries of janitors	732 50
Books, drawing materials, and stationery	25 46
Kindergarten supplies	830 40
Pianos and stools	401 50
Other supplies and miscellaneous items	641 11
Fuel, gas, and water	301 31
Proportion of general expenses	2,144 84
<hr/>	
Total cost School Committee	\$35,360 66
Proportion of general income	464 19
<hr/>	
Net cost School Committee	\$34,896 47
Net expenses Public Building Department	1,209 40
<hr/>	
Total net cost	<u>\$36,105 87</u>

Average number of pupils, 1,699; average cost per pupil, \$21.25.

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$39,583 50
Salaries of janitors	2,084 42
Books, drawing materials, and stationery	1,551 99
Other supplies and miscellaneous items	56 54
Fuel, gas, and water	3,091 48
Proportion of general expenses	2,994 12
<hr/>	
Total cost School Committee	\$49,362 05
Income from sale of books	\$12 53
Income from non-resident tuition	50 54
Proportion of general income	647 99
<hr/>	
	711 06
<hr/>	
Net cost School Committee	\$48,650 99
Net expenses Public Building Department	428 53
<hr/>	
Total net cost	<u>\$49,079 52</u>

Average number of pupils, 5,375; average cost per pupil, \$9.13.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$9,200 00
Salaries of janitors	273 87
Drawing materials and stationery	1,137 18
Other supplies and miscellaneous items	13 70
Fuel, gas, and water	826 07
Proportion of general expenses	739 41
	<hr/>
Total cost School Committee	\$12,190 23
Income from non-resident tuition	\$44 66
Proportion of general income	160 03
	<hr/>
	204 69
	<hr/>
Net cost School Committee	\$11,985 54
Net expenses Public Building Department	1,799 14
	<hr/>
Total net cost	<u>\$13,784 68</u>

Average number of pupils, 628; average cost per pupil, \$21.95.

MANUAL TRAINING SCHOOLS.

Salaries of instructors	\$5,906 27
Books and stationery	34 06
Lumber and hardware	470 53
Crockery, groceries, and kitchen materials	571 00
Other supplies and miscellaneous items	205 34
Fuel, gas, and water	154 55
	<hr/>
	\$7,341 75
Expenses Public Building Department	132 12
	<hr/>
Total cost	<u>\$7,473 87</u>

The pupils attending the Manual Training Schools belong to and are included in the number belonging to the other grades of schools.

During the past year a course of lectures on manual training was given to the Primary School teachers, to assist them in carrying out the prescribed course of study; and supplies, such as scissors, paper for folding and cutting, and clay for modelling were generally furnished to the Primary pupils.

In the estimates for the present year \$3,000 were included for manual-training supplies, which no doubt can be used to good advantage.

There are nine schools at present belonging to this department supported by the city, two schools for carpentry, and seven cooking schools, including one established last January in the Lyman School, East Boston.

The salaries paid for instructors amounted to \$5,906.27. In addition, the city receives much benefit from the generosity of private individuals in furnishing instruction and materials for this branch of study in the North Bennet-Street Industrial School, which during the year gave instruction in printing, cooking, wood-work, modeling, and leather-work to 981 pupils from the schools in the first, second, and third divisions, in the Appleton-Street Primary School, where manual-training instruction was also given to pupils from the South End schools, and in the Warrenton-Street Slojd School where instruction was given to nearly 160 public school teachers, and to 100 boys from the Brimmer School. The city is largely indebted for these advantages to the liberality and public spirit of Mrs. Quincy A. Shaw and Mrs. Mary Hemenway.

In September, 1888, the city assumed charge of fourteen Kindergartens, employing twenty-eight teachers, which had been supported at private expense for several years. Since then the number has gradually increased, until at the present time there are thirty-one Kindergartens and fifty-nine teachers. The Committee on Kindergartens are moving slowly in the matter of establishing new schools, with the desire of keeping within the appropriation. While it is true that each division of the city has one or more Kindergartens, it would necessitate the establishment of twice as many schools as are now in operation in order to afford the chil-

dren of all our citizens an opportunity to receive this instruction.

The salaries paid instructors in this branch the past year were \$30,283.54, an increase of \$5,959.94 as compared with the previous year.

The Evening High School and its two branches occupied rooms in the Latin and English High School, the East Boston High School, and the Charlestown High School buildings. The schools opened Sept. 29, 1890, and, with the exception of two weeks' vacation about Christmas, continued their sessions until March 13, 1891. The expense for salaries of instructors increased \$791 over the amount paid the previous year, which is not more than the increased number of pupils would warrant.

Sixteen Evening Elementary Schools were opened during the year, of which number fourteen continued the full term of twenty-two weeks. The Allston Evening School closed Jan. 19, 1891, and the Agassiz Evening School closed Jan. 30, 1891, on account of the decreased attendance. The cost for salaries of instructors in the Elementary Schools was \$26,111.50 as compared with \$25,471.50 for the previous year.

Five Evening Drawing Schools, two in the city proper, and one each in Charlestown, East Boston, and Roxbury, were opened Oct. 20, 1890, and held sixty-six sessions. The instructors comprised two masters, four head assistants, and eighteen assistants. The salaries paid, including those of five curators employed for clerical work and to take charge of the instruments and supplies furnished the schools, amounted to \$9,200, as compared with \$8,875 paid in 1889-90.

Two hundred and fifty sets of drawing instruments were imported and furnished these schools during the past year, at an expense of \$500.

The following table shows the expenditures made by the School Committee, the number of pupils, and the average cost per pupil, as incurred by them since the reorganization of the Board, — a period of fifteen years : —

Year.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per pupil.
1876-77 . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87 . .	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88 . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89 . .	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90 . .	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91 . .	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53

It will be seen from the above table that the expenses of the School Committee the past year, exclusive of repairs, alterations, etc., of school-houses, were 7 cents more per pupil than for the previous year.

The expenses for furniture, repairs, etc., of school buildings have remained about the same per pupil for the past four years.

The following table shows the amount expended for items under the direction of the Public Building Department for repairs needed and furniture furnished the schools for the past fifteen years : —

Year.	Expenditures, Pub. B'ding Com.	Income.	Net Expenditures, Pub. B'ding Com.	No. of Pupils.	Rate per pupil.
1876-77 . .	\$165,876 72	. . . . .	\$165,876 72	50,308	\$3 30
1877-78 . .	126,428 35	. . . . .	126,428 35	51,759	2 45
1878-79 . .	114,015 32	. . . . .	114,015 32	53,262	2 14
1879-80 . .	98,514 84	. . . . .	98,514 84	53,981	1 82
1880-81 . .	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82 . .	178,008 88	247 50	177,761 38	55,638	3 19
1882-83 . .	189,350 83	231 00	189,119 83	57,554	3 29
1883-84 . .	186,852 18	300 00	186,552 18	58,788	3 17
1884-85 . .	198,059 11	526 50	197,532 61	59,706	3 31
1885-86 . .	188,435 63	137 50	188,298 13	61,259	3 07
1886-87 . .	171,032 71	295 92	170,733 79	62,259	2 74
1887-88 . .	243,107 89	221 00	242,886 89	62,226	3 90
1888-89 . .	251,736 17	153 09	251,583 17	64,584	3 90
1889-90 . .	262,208 75	850 20	261,358 55	66,063	3 96
1890-91 . .	263,860 16	208 00	263,652 16	67,022	3 94

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil.

The amount paid for salaries of instructors was \$1,364,-875.87, an increase of \$32,302 as compared with the previous year.

The variation in the number of pupils and the salaries paid in different grades the past year, as compared with 1889-90, were as follows:—

High Schools,	pupils increased,	114	salaries increased,	\$12,287 13
Grammar Schools,	"	*102	"	10,725 15
Primary Schools,	"	203	"	1,005 43
Horace Mann School,	"	*4	"	1,162 34
Kindergartens,	"	337	"	5,959 94
Evening Schools,	"	409	"	1,431 00
Evening Drawing Schools	"	69	"	325 00
Manual Training Schools,			"	1,186 01
Special Teachers,			"	*1,780 00
Spectacle Island,		*7	"	
Total increase in pupils, 1,019 in salaries,				<u>\$32,302 00</u>

* Decreased.

The average salary paid during the year to each regular —

High School instructor was	\$1,735 46
Grammar School instructor was	998 49
Primary School instructor was	702 21

The average salary paid each regular teacher in the High, Grammar, and Primary service during the year was \$958.15.

The cost for salaries of instructors in High Schools the past year was \$212,315.13. In 1880-81, ten years ago, the cost was \$153,830.74, showing an increase of thirty-eight per cent. The number of pupils was 3,510; as compared with 2,093 in 1880-81, an increase of sixty-eight per cent.

The cost for salaries of instructors in Grammar Schools was \$705,436.44; as compared with \$607,666.01 in 1880-81, an increase of sixteen per cent. The number of pupils was 31,675: as compared with 27,412 in 1880-81, an increase of sixteen per cent.

The cost for salaries of instructors in Primary Schools was \$332,652.82; as compared with \$290,522.21 in 1880-81, an increase of fourteen per cent. The number of pupils was 24,035; as compared with 21,902 in 1880-81, an increase of ten per cent.

The number of pupils attending the public schools as compared with ten years ago (1880-81) shows an increase of 22 per cent.

During that time salaries of instructors increased	23 per cent.
Salaries of officers increased	15 “ “
Salaries of janitors increased	34 “ “
Fuel, gas, and water increased	21 “ “
While the gross expenditures for supplies and incidentals show a decrease of	24 “ “

The cost per pupil for salaries paid instructors in the Normal, Latin, and High Schools the past year was as follows: —

Normal School	\$76 95
Latin School	86 97

Girls' Latin School	\$52 73
English High School	68 15
Girls' High School	49 56
Roxbury High School	41 75
Charlestown High School	59 51
Dorchester High School	47 22
Brighton High School	68 56
West Roxbury High School	62 55
East Boston High School	49 04
Average cost, \$60.49.	

The following shows the cost per pupil for salaries of instructors in Grammar and Primary Schools in the several school divisions of the city : —

GRAMMAR SCHOOLS.

	No. of Pupils.	Salaries of Instructors.	Cost per Pupil.
First Division,	2,454	\$55,685 34	\$22 69
Second “	3,152	69,517 62	22 06
Third “	3,292	72,838 89	22 13
Fourth “	2,481	57,945 18	23 36
Fifth “	3,268	69,301 78	21 21
Sixth “	5,316	115,882 70	21 80
Seventh “	5,348	116,145 39	21 72
Eighth “	2,856	62,139 06	21 76
Ninth “	2,986	71,317 32	23 88
Rice School,	522	14,663 16	28 09
Totals,	31,675	\$705,436 44	Av. cost, \$22 27

PRIMARY SCHOOLS.

	No. of Pupils.	Salaries of Instructors.	Cost per Pupil.
First Division,	1,578	\$22,294 25	\$14 13
Second “	2,388	34,095 23	14 28
Third “	2,885	37,213 69	12 90
Fourth “	1,549	22,915 44	14 79
Fifth “	2,492	35,255 94	14 15
Sixth “	4,294	59,146 20	13 77
Seventh “	4,321	60,733 68	14 06
Eighth “	1,926	26,994 11	14 02
Ninth “	2,258	28,605 98	12 67
Rice School,	344	5,398 30	15 69
Totals,	24,035	\$332,652 82	Av. cost, \$13 84

During the year, \$50,376.07 were paid for instruction by special teachers, as follows: sewing, 29 teachers, in 237 divisions, \$16,807; music, 5 teachers, \$13,200; drawing, 1 director, \$3,000; modern languages, director, \$3,000, 2 assistants, \$3,000, 1 special teacher, \$72; physical training, director from Jan. 1, 1891, \$750; calisthenics and elocution, 2 teachers, \$1,440.80; military drill, 1 teacher and 1 armorer, \$2,800; manual training, 2 teachers of carpentry, \$1,876.67; 7 teachers Schools of Cookery, \$3,639.60, 2 special teachers, \$390; school on Spectacle Island, 1 teacher, \$400.

The number of special assistants employed during the year, under Section 105 of the Regulations, to assist teachers of the lowest Primary classes, was 53, and the salaries paid the same amounted to \$3,269. Special assistants have been authorized by the Board to serve in Kindergartens also, and the number employed was 7, the salaries paid them amounting to \$450.

The number of temporary teachers employed during the year was 106, and the amount paid them was \$12,961.11, of which \$1,753.20 were expended for services in the High Schools, \$6,659.88 in the Grammar Schools, \$4,261.98 in the Primary Schools, \$25.65 in the Kindergartens, and \$260.40 in the Schools of Cookery.

The amount paid for salaries of officers was \$60,112.33, an increase over the year previous of \$1,817.33. Additional clerical service in the offices of the Superintendent and Secretary, and the appointment of an additional truant officer, were the causes of the increase.

The amount paid for salaries of janitors the past year was \$103,420.72, an increase of \$2,021.67 over the amount paid the preceding year.

The number of persons employed at the present time to take care of the school buildings is 159, with an average salary of \$650.44. Ten years ago the average salary paid

was \$501.33; but the tendency of late has been to increase the work of janitors already in the service by giving them an additional building, where it can be done advantageously. This is shown by the fact that the number of janitors employed has been increased only five in the past ten years. At the present time, three janitors each have the care of four buildings, one janitor has three buildings, and twenty-seven janitors have each two buildings. In a few of the hired buildings the rent paid includes the services of the janitor.

In the appointment of janitors to fill vacancies where the salaries are over \$300 per annum, the committee is restricted to candidates submitted by the Civil Service Commission or to transfers of janitors already in the service. When a vacancy occurs in any one of the large buildings, it is an easy matter to secure certified candidates ready to serve; but for buildings where the salaries are between \$300 and \$500 per annum much delay is experienced before available men can be obtained.

Janitors are retained in the service as long as they perform their duties in a satisfactory manner. During the year very few complaints were received from the principals for neglect of duty, and in only two instances was it deemed necessary to request resignations.

On pages 31, 32, 33, and 34 of this report is tabulated a list of buildings where the salaries paid for janitors' services amount to \$300.00 or more per annum.

The Committee on Supplies, under the Rules, have charge of the expenditures of the Board, exclusive of the amount paid for salaries of instructors, officers, and janitors. That committee presented during the year bills for approval to the amount of \$155,753.11. The income collected on account of this expenditure was \$1,119.62, leaving \$154,633.49 as the net amount expended for items under charge

of the Committee on Supplies, — a decrease, as compared with the previous year, of \$5,109.61. These expenses came under the head of "Supplies and Incidentals," and "Fuel, Gas, and Water."

Bills were approved during the year for 11,352 tons of coal, purchased at the following prices : —

1 ton at	\$6.10	12 tons at	\$5.85
88 tons "	5.60	142 " "	5.33
187 " "	5.35	10,921 " "	4.83

The average price paid was \$4.85 per ton.

In accordance with the Revised City Ordinances, the Committee on Supplies, in behalf of the School Committee, made the contract for supplying the school-houses with coal. In previous years the Superintendent of Public Buildings made the contracts.

The report of the Committee on Supplies, recently presented, gives detailed information regarding the methods and cost of supplying the schools.

The Rules of the Board require this committee to make out bills for tuition of non-resident pupils, and send them to the City Hall for collection.

The amount collected from this source the past year was as follows : —

106 Normal, Latin, and High School pupils paid	\$7,736.75
14 Grammar School pupils paid	397.97
2 Primary " " "	28.46
6 Evening " " "	50.54
2 Evening Drawing School pupils paid	44.66
a total of 130 pupils who paid	<u>\$8,258.38</u>

In addition \$8,629.59 were received for tuition of pupils in the Horace Mann School, \$8,419.59 from the State of Massachusetts, and \$210 from other sources.

The total amount received, \$16,887.97, shows an increase, as compared with the previous year, of \$1,800.76.

At the opening of the schools in September and early in February, blanks are sent to the schools, requesting each principal to make a return of the names of all non-resident pupils in his school or district, accompanied by pledges agreeing to pay tuition, signed by the parent or guardian.

From these returns bills are prepared, and payment is required to be made within a stated time, otherwise the pupil is dismissed from school.

Every year claims are presented for exemption from payment of tuition. In cases where pupils come to the city through the neglect or poverty of their parents, or where they have good reasons for attending school, in the opinion of this Committee, permission is given, and the tuition remitted; but those who come here for the sole purpose of going to school are obliged to pay.

In the Horace Mann School \$100 were received for every Boston pupil and \$105 for every pupil residing outside the city limits, the State of Massachusetts paying for each pupil belonging to the State. The amount received for tuition — \$8,629.59, and for travelling expenses of pupils \$981.68, making a total of \$9,611.27 — was about the expense incurred for salaries; so that, by the present arrangement, the cost for salaries is practically met by payments from the State, and the remaining expenses by the city.

The income of the Gibson Fund collected by the City Treasurer and credited to the school appropriation amounted during the year to \$1,306.67.

The fund consists of about \$19,000, mostly invested in city of Boston bonds held by the City Treasurer, and about twelve acres of land remaining unsold and held by the

Street Commissioners. The land is rented to four different parties and yields an income of about \$500 per annum.

The income each year is expended for the Dorchester schools as apportioned by the Ninth Division Committee. The principals of the schools prepare requisitions for the books and materials they desire purchased, and submit them for approval to the chairman of the Ninth Division Committee and the Superintendent of Schools. The requisitions are then presented to the Committee on Accounts and, if approved, the purchases are made in accordance and forwarded to the schools, and each school charged with the expenditures made in its behalf.

The expenses charged during the year amounted to \$1,198.-25, and were included in the expenditures of the School Committee.

In the following pages of this report will be found a list of the buildings occupied by the High, Grammar, Primary, and Special schools, and Kindergartens, their location, number of rooms in each, and the number of instructors employed. The valuation of each building is also given, as appraised by the assessors, May 1, 1890.

The total valuation of the buildings and land used for each of the different grades of schools was as follows : —

High Schools, including new Roxbury High . . .	\$1,437,700 00
Grammar Schools	4,651,300 00
Primary Schools	2,909,400 00
Kindergartens	83,700 00
Special Schools	118,500 00
<hr/>	
Total valuation, May 1, 1890	<u>\$9,200,600 00</u>

The original cost of the above to May 1, 1890, was about \$8,197,000.

Your committee have added to this report the estimates for the present financial year as prepared, approved, and presented to His Honor the Mayor in January last. The amount asked for was as follows : —

Salaries for instructors	\$1,398,400 00
Salaries of officers	60,900 00
Salaries of janitors	106,600 00
Fuel, gas, and water	79,200 00
Supplies and incidental expenses	99,500 00
	<hr/>
	\$1,744,600 00

In addition, there were requested for furniture, repairs, and alterations of school-houses, to be expended under the direction of the Superintendent of Public Buildings for

Ordinary repairs	\$260,600 00
Extraordinary repairs	119,000 00
	<hr/>
	379,600 00
	<hr/>
Total amount required, 1891-92	<u>\$2,124,200 00</u>

The City Council granted the School Committee for expenses of the public schools \$1,500,000, which was nearly three-fourths of the amount asked for, exclusive of the amount requested for extraordinary repairs.

The present financial year has been changed by the City Council and will end Jan. 31, 1892, instead of April 30, 1892. Hereafter the financial year will be from February 1 to January 31. It is intended, therefore, that the amount granted will meet the expenditures for the nine months from May 1, 1891, to Jan. 31, 1892. In the opinion of this Committee the amount appropriated for the support of

the schools, \$1,500,000 for nine months (equivalent to \$2,000,000 for the year), shows a liberal spirit on the part of the City Council, and it is hoped that the expenses will come within the appropriation granted.

During the year Mr. George R. Swasey, who was chairman of this committee for the larger part of the year covered by this report, retired from service on the School Board.

Mr. Swasey was a member of the School Committee four years, and the interest he manifested in the work, particularly the duties of this committee, combined with the ability, sound judgment, and legal knowledge he possessed, made him a most valuable member.

The valuable time he freely gave to the city of Boston, in his official capacity, entitled him to the gratitude of its citizens and the well-wishes of his associates.

Respectfully submitted,

LIBERTY D. PACKARD,

Chairman.

WILLARD S. ALLEN,

BENJAMIN B. WHITTEMORE,

J. P. C. WINSHIP,

WILLIAM A. DUNN,

Committee on Accounts.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years, ending 30th April in each year; also the average number of scholars. Annexations occurred as follows : Roxbury, Jan. 6, 1868; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars Belonging	No. of Evening Scholars Belonging	Total No. of Scholars Belonging	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of new School-houses.	Total Expenditures.
1861-62	27,081	...	27,081	\$308,348 28	\$110,427 06	\$418,775 34	\$6,805 06	\$411,970 28	\$15 21	\$155,302 40	\$574,167 74
1862-63	27,051	...	27,051	319,066 22	113,847 17	432,913 39	6,855 50	426,057 89	15 75	101,953 62	534,807 01
1863-64	26,961	...	26,961	332,710 66	132,761 75	465,472 41	7,185 78	458,286 63	17 00	5,870 87	471,343 28
1864-65	27,095	...	27,095	330,833 66	172,334 78	503,168 44	7,927 56	495,240 88	20 12	90,609 84	643,474 68
1865-66	27,204	...	27,204	412,550 82	163,270 76	575,821 58	8,374 22	567,447 36	20 85	200,553 64	776,375 22
1866-67	28,002	...	28,002	505,506 66	176,108 85	679,705 51	5,858 93	673,846 58	24 06	101,575 09	781,280 60
1867-68	27,982	...	27,982	561,169 98	211,536 43	772,706 41	10,467 05	762,239 36	27 24	188,760 80	961,467 21
1868-69	33,994	...	33,994	738,198 37	244,478 63	982,677 00	8,876 68	973,800 32	28 64	346,610 78	1,320,411 08
1869-70	35,442	...	35,442	739,345 65	248,066 95	987,412 60	14,061 16	973,351 44	27 45	612,337 86	1,585,689 46
1870-71	36,630	...	36,630	888,366 77	293,282 59	1,181,649 36	23,806 35	1,157,843 01	30 14	443,679 71	1,601,522 72
1871-72	36,758	5,128	41,886	865,940 47	320,639 18	1,186,579 65	26,899 98	1,159,679 67	28 47	97,800 68	1,257,480 35
1872-73	35,024	2,121	37,145	1,041,375 52	338,970 85	1,380,346 37	28,113 93	1,352,232 44	35 50	454,250 34	1,806,482 78
1873-74	41,544	1,714	43,258	1,249,408 93	474,874 68	1,724,283 61	28,848 73	1,695,434 88	38 14	366,009 74	2,061,444 62
1874-75	44,942	1,622	46,564	1,266,803 39	470,830 68	1,737,634 07	26,220 82	1,711,413 25	33 54	277,146 57	2,018,559 82
1875-76	45,924	3,893	49,817	1,298,694 23	422,472 22	1,721,166 45	21,999 63	1,699,166 82	33 82	155,339 04	1,854,505 86
1876-77	46,581	3,727	50,308	1,258,782 03	366,334 06	1,625,116 09	30,169 31	1,594,946 78	29 99	174,324 75	1,769,271 54
1877-78	47,375	4,054	51,429	1,215,486 69	347,173 23	1,562,660 92	32,115 54	1,530,545 38	27 16	136,878 45	1,667,423 83
1878-79	49,700	3,562	53,262	1,172,486 69	353,108 25	1,525,594 94	49,090 28	1,476,504 66	27 15	215,359 64	1,691,864 30
1879-80	50,851	3,130	53,981	1,165,402 69	344,274 82	1,509,677 51	74,076 08	1,435,601 43	26 98	134,126 88	1,570,105 95
1880-81	51,542	3,170	54,712	1,165,629 71	395,349 36	1,560,979 07	69,591 58	1,491,387 49	26 58	208,879 72	1,690,267 21
1881-82	52,611	3,027	55,638	1,180,163 73	423,023 33	1,603,187 06	73,569 56	1,529,617 50	26 54	77,628 73	1,607,246 29
1882-83	54,590	2,964	57,554	1,206,682 23	423,023 33	1,629,705 56	79,364 06	1,550,341 50	26 81	292,714 05	1,843,055 55
1883-84	55,640	3,148	58,788	1,220,771 71	474,681 43	1,695,453 14	39,374 76	1,656,078 38	27 90	392,706 15	2,048,784 53
1884-85	57,180	4,079	61,259	1,251,403 29	422,269 54	1,673,672 83	31,250 84	1,642,422 99	26 95	125,087 45	1,767,510 45
1885-86	58,216	3,963	62,179	1,269,545 91	396,830 09	1,666,375 00	33,684 20	1,632,690 80	26 01	127,875 90	1,760,566 70
1886-87	58,216	3,916	62,132	1,269,192 42	483,408 46	1,752,600 88	37,213 81	1,715,387 07	28 01	121,328 95	1,836,716 02
1887-88	60,224	4,360	64,584	1,352,306 17	516,179 08	1,868,485 25	39,758 52	1,828,726 73	28 12	240,602 82	2,069,328 55
1888-89	60,478	5,525	66,003	1,390,808 87	525,807 09	1,916,615 96	40,702 46	1,875,913 50	28 47	172,623 90	2,048,537 40
1889-90	61,019	6,065	67,084	1,421,988 20	524,232 24	1,946,220 44	41,417 06	1,904,803 38	28 47	172,623 90	2,048,537 40

(From report of James H. Dodge, Esq., City Auditor.)

SEMI-ANNUAL STATISTICS

OF THE

BOSTON PUBLIC SCHOOLS,

JUNE, 1891.

SCHOOL CENSUS. — *May, 1891.*

Number of children in Boston between the ages of 5 and 15	73,032
Number attending public schools	55,195
“ “ private schools	9,779

Whole number of different pupils registered in the public schools during the year 1890-91 : Boys, 36,218 ; girls, 32,745 : total, 68,963.

EXPENDITURES. — *1890-91.*

Salaries of officers	\$60,112 33
“ “ teachers	1,364,875 87

Incidental Expenses.

By School Committee	259,173 83
From Income Gibson Fund	1,198 25
By Committee on Public Buildings	263,860 16
School-houses and lots	172,523 90

Total expenditures	\$2,121,744 34
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INCOME.

School Committee	\$41,209 06
City Council	208 00

Total income	\$41,417 06
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Net expenditures for public schools	\$2,080,327 28
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SUMMARY.
June, 1891.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	9	154	146	8	95.	149
Latin and High	10	116	3,039	2,833	206	93.2	2,967
Grammar	55	731	30,686	27,748	2,938	87.1	29,377
Primary	470	470	24,422	20,789	3,633	85.	24,560
Kindergartens	31	56	1,785	1,225	560	68.1	1,783
Totals	567	1,382	60, 8	52,741	7,345	86.1	58,836

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	11	83	76	12	...	89
Spectacle Island	1	1	15	13	2	...	16
Evening High	1	32	1,934	1,333	...	...	...
Evening	16	126	2,986	1,662	...	...	...
Evening Drawing	5	24	562	483	...	...	...
Totals	24	194	5,585	3,567	...	...	...

SCHOOLS AND TEACHERS.

SCHOOLS.	TEACHERS.		
	Males.	Females.	Total.
Normal School	2	5	7
Latin School	15	...	15
English High School	25	...	25
Girls' High School	2	20	22
Girls' Latin School	1	6	7
Roxbury High School	3	8	11
Dorchester High School	2	6	8
Charlestown High School	2	4	6
West Roxbury High School	1	3	4
Brighton High School	1	2	3
East Boston High School	2	3	5
Grammar Schools	104	583	687
Primary Schools . . . . .	...	470	470
Kindergartens . . . . .	...	56	56
Totals	160	1,166	1,326

EVENING SCHOOLS.
October, 1890—March, 1891.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal, per Evening.
				Males.	Females.	Total.		
High	102	2,450	1,563	643	462	1,105	22	27
High, Ch'n Branch . . .	64	457	226	90	49	139	5	31
High, E.B. Branch . . .	63	263	145	59	30	89	5	25
Agassiz School, J.P. . .	63	136	82	22	13	35	3	21
Allston School	66	188	86	32	12	44	3	20
Bigelow School, S.B. . .	105	275	265	83	45	128	10	15
Comins School, Rox. . .	104	341	189	121	22	143	10	16
Dearborn School, Rox. .	104	312	141	53	25	78	7	13
Elliot School	105	425	205	104	43	147	11	14
Franklin School	105	830	531	154	122	276	18	16
Hancock School	105	530	332	68	25	93	7	16
Lincoln School, S.B. . .	104	225	144	65	23	88	7	15
Lyman School, E.B. . . .	104	379	173	83	16	99	8	14
Phillips School	105	207	108	46	20	66	6	14
Quincy School	104	307	148	72	35	107	8	15
Sherwin School, Rox. . .	105	160	95	43	23	66	5	17
Warren School, Ch'n . .	104	299	159	70	23	93	8	14
Warrenton Street	64	192	131	36	28	64	5	17
Wells School	104	592	197	85	50	135	10	15
Totals	1,780	8,568	4,920	1,929	1,066	2,995	158	21.2

EVENING DRAWING SCHOOLS.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
Charlestown	62	182	126	82	27	109	6	24
East Boston	62	104	82	50	11	61	4	20
Roxbury	62	206	81	67	8	75	4	25
Tennyson Street	62	270	164	149	0	149	5	37
Warren Avenue	62	184	109	55	34	89	5	22
Totals	310	946	562	403	80	483	24	24.2

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School	11	11	
Evening Schools	72	86	158
Evening Drawing Schools	19	5	24
French and German: High Schools	3	3	3
Music: High, Grammar, and Primary Schools	5	5	5
Illustrative Drawing: Normal School	1	1	1
Kindergarten Methods: Normal School	1	1	1
Drawing: High and Grammar Schools	1	1	1
Physical Training	2	2	2
Sewing	29	29	
Chemistry: Girls' High School	1	1	1
Laboratory Assistant: Girls' High School	1	1	1
Vocal and Physical Culture: Girls' High School	1	1	1
Vocal and Physical Culture: Girls' Latin School	1	1	1
Military Drill: High Schools	1	1	1
Manual Training Schools	2	2	2
Cooking Schools	7	7	7
Spectacle Island	1	1	1
Totals	105	145	250

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June 30, 1891.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Sub-Master.	Junior-Masters.	Asst. Principals.	First Assistants.	Second Assts.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal	154	154	308	146	146	292	8	95.	1	1	1	1	4		
Latin	412	412	824	393	393	786	19	95.	1	9	5				
Girls' Latin	189	189	378	174	174	348	15	92.	1						6
English High	735	735	1470	695	695	1390	40	95.	1	8	16				
Girls' High	632	632	1264	577	577	1154	55	91.	1	1		1	1		18
Roxbury High	141	232	373	135	217	352	21	94.	1		2	1	1		7
Dorchester High	96	128	224	88	114	202	22	90.	1		1				6
Charlestown High	56	102	158	53	94	147	11	93.	1		1				4
West Roxbury High	30	65	95	28	60	88	7	93.	1	1					3
Brighton High	23	55	78	22	51	73	5	93.	1	1					2
East Boston High	60	83	143	56	76	132	11	93.	1	1					4
Totals	1,553	1,640	3,193	1,470	1,509	2,979	214	93.	7	22	125	1	3	4	50

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JUNE 30, 1891.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.
Normal	92	57	77	80	52	42	81	149	1	18	46	88	96	96	86	10	34	46	58
Latin	84	86	77	80	52	42	81	502	1	18	46	88	96	96	86	48	15	8	...
Girls' Latin	28	21	39	21	31	13	20	173	1	6	9	17	25	50	26	17	16	3	3
English High	279	238	100	19	...	...	...	636	...	...	4	41	151	190	190	91	23	5	1
Girls' High	262	145	119	67	...	...	...	563	...	...	1	23	83	141	150	114	55	17	9
Roxbury High	161	99	69	28	...	...	...	357	...	...	3	20	84	100	85	56	21	6	2
Dorchester High	93	62	54	...	...	...	...	209	...	...	2	10	45	79	52	18	2	1	...
Charlestown High	77	40	26	...	...	...	...	143	...	...	1	3	30	47	32	21	7	2	...
West Roxbury High	34	24	32	...	...	...	...	90	...	...	1	7	14	25	23	15	3	2	...
Brighton High	31	21	19	...	...	...	...	71	...	...	...	1	8	22	30	7	3	...	...
East Boston High	62	49	22	...	...	...	...	133	...	...	1	3	15	41	49	15	9	...	...
Totals	1,303	842	617	215	83	55	101	3,116	2	24	68	213	551	791	724	392	188	90	73
Percentages	38.6	27.1	19.8	6.9	2.7	1.8	3.1	100	.1	.8	2.2	6.8	17.7	25.4	23.2	12.6	6.0	2.9	2.3

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	6	154	25.7
Latin	14	412	29.3
Girls' Latin	6	189	31.5
English High	24	735	30.6
Girls' High	21	632	30.1
Roxbury High	10	373	37.3
Dorchester High	7	224	32.0
Charlestown High	5	158	31.6
West Roxbury High	3	95	31.7
Brighton High	2	78	39.0
East Boston High	4	143	35.8
Totals	102	3,193	31.3

Graduates, June, 1891.

SCHOOLS.	Regular Course.	Four Years' Course.	Total.
Latin	41	..	41
Girls' Latin	13	..	13
English High	150	..	150
Girls' High	107	65	172
Roxbury High	69	14	83
Dorchester High	47	..	47
Charlestown High	22	..	22
West Roxbury High	30	..	30
Brighton High	19	..	19
East Boston High	20	..	20
Totals	518	79	597

GRAMMAR SCHOOLS.

Semi-Annual Returns to June 30, 1891.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	249	149	398	226	135	361	37	91.	1	1	1	1	7
Agassiz	397	. . .	397	364	. . .	364	33	92.	1	1	1	1	5
Allston	329	376	705	291	325	616	89	87.	1	1	2	2	8
Bennett	241	268	509	228	249	477	32	94.	1	1	1	1	7
Bigelow	695	. . .	695	655	. . .	655	40	94.	1	2	1	1	10
Bowditch . . . . .	. . .	357	357	. . .	318	318	39	89.	1	. .	1	1	5
Bowdoin . . . . .	. . .	338	338	. . .	291	291	47	86.	1	. .	2	1	6
Brimmer	633	. . .	633	563	. . .	563	70	89.	1	2	1	1	10
Bunker Hill	337	309	646	311	283	594	52	92.	1	1	2	2	9
Chapman	303	270	573	277	246	523	50	91.	1	1	2	2	7
Charles Sumner	304	285	589	273	249	522	67	89.	1	1	2	1	8
Comins	270	260	530	248	230	478	52	90.	1	1	2	1	6
Dearborn	354	272	626	320	242	562	64	90.	1	1	2	2	8
Dillaway . . . . .	. . .	550	550	. . .	494	494	56	90.	1	. .	2	2	7
Dudley	586	. . .	586	544	. . .	544	42	92.	1	2	1	1	10
Dwight	652	. . .	652	607	. . .	607	45	93.	1	2	1	1	9
Edward Everett	303	270	573	274	240	514	59	90.	1	1	1	1	8
Eliot	966	. . .	966	861	. . .	861	105	89.	1	3	1	1	15
Emerson	438	307	745	404	284	688	57	92.	1	1	2	2	10
Everett . . . . .	. . .	662	662	. . .	590	590	72	89.	1	. .	2	3	9
Franklin . . . . .	. . .	683	683	. . .	609	609	74	89.	1	. .	2	3	9
Frothingham	268	330	598	236	292	528	70	88.	1	1	2	2	7
Gaston . . . . .	. . .	666	666	. . .	588	588	78	88.	1	. .	2	2	9
George Putnam	157	177	334	142	157	299	35	90.	1	. .	1	1	5
Gibson	183	208	391	173	183	361	30	92.	1	1	1	1	5
Hancock	8	590	598	7	514	521	77	87.	1	. .	2	2	8
Harris	147	158	305	137	140	277	28	92.	1	. .	1	1	5

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Harvard	321	316	637	293	285	578	59	91.	1	1	2	2	8
Henry L. Pierce	127	119	246	118	106	224	22	91.	.	1	.	2	4
Hugh O'Brien	430	313	752	409	289	698	54	93.	1	1	2	2	9
Hyde . . . . .	.	579	579	.	522	522	57	90.	1	.	2	2	8
John A. Andrew	375	331	706	347	301	648	58	92.	1	1	2	2	9
Lawrence	857	.	857	807	.	807	50	94.	1	3	1	1	11
Lewis	350	348	698	324	321	645	53	93.	1	1	2	2	7
Lincoln	535	.	535	488	.	488	47	92.	1	1	1	1	8
Lowell	371	382	753	346	348	694	59	92.	1	1	2	2	9
Lyman	401	177	578	358	157	515	63	89.	1	1	2	2	8
Martin	167	174	341	151	153	304	37	89.	1	1	1	2	5
Mather	279	275	554	253	239	492	62	89.	1	1	1	1	8
Minot	148	160	308	138	144	282	26	92.	1	.	1	1	4
Mt. Vernon	106	119	225	96	109	205	20	91.	.	1	1	1	4
Norcross . . . . .	.	662	662	.	591	591	71	89.	1	.	2	3	9
Phillips	753	.	753	665	.	665	88	88.	1	2	1	1	11
Prescott	250	258	508	229	229	458	50	90.	1	1	1	1	7
Prince	223	259	482	207	233	440	42	91.	1	1	1	1	7
Quincy	554	.	554	485	.	485	69	88.	1	2	1	1	7
Rice	514	.	514	478	.	478	36	93.	1	2	1	6	2
Sherwin	566	.	566	513	.	513	53	91.	1	2	1	1	7
Shurtleff . . . . .	.	642	642	.	572	572	70	89.	1	.	2	3	9
Stoughton	206	214	420	188	188	376	44	90.	1	1	1	1	8
Thomas N. Hart	436	.	436	408	.	408	28	94.	1	1	1	1	5
Tileston	58	61	119	53	55	108	11	91.	.	1	.	.	2
Warren	301	332	633	287	313	600	33	95.	1	1	2	2	8
Wells . . . . .	.	506	506	.	440	440	66	87.	1	.	2	1	8
Winthrop . . . . .	.	817	817	.	707	707	110	87.	1	.	2	5	10
Totals	16,157	14,529	30,686	14,782	12,966	27,748	2,938	87.1	52	52	79	90	414

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1891.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	36	46	71	60	78	96	...	387	...	3	15	40	68	72	65	64	38	19	3	...
Agassiz	32	34	53	99	108	56	...	382	...	...	21	55	59	65	65	56	36	19	3	...
Allston	94	83	110	105	108	178	...	678	...	4	40	105	112	124	106	93	53	33	7	1
Bennett	46	49	96	103	100	100	...	494	...	3	12	51	75	84	89	71	67	34	7	1
Bigelow	41	74	90	144	152	168	...	669	...	15	56	111	96	126	123	83	38	14	7	...
Bowditch	35	54	52	49	73	87	...	350	...	2	21	42	65	53	47	53	44	21	2	...
Bowdoin	36	33	53	36	75	84	...	317	...	2	15	38	40	48	55	45	37	26	8	3
Brimmer	33	87	91	85	149	130	37	612	...	9	36	87	93	111	110	86	53	21	5	1
Bunker Hill	49	53	80	126	125	143	34	610	...	1	23	73	107	137	88	101	54	21	5	...
Chapman	51	52	91	106	143	120	...	563	1	8	31	74	71	88	91	87	67	28	14	3
Charles Sumner	44	45	74	112	120	176	...	571	1	12	54	76	95	103	95	66	40	22	6	1
Cumins	42	86	81	84	110	103	...	506	...	...	22	59	92	103	95	88	37	8	2	...
Dearborn	47	61	72	96	138	159	22	595	...	2	40	79	118	114	110	75	42	11	4	...
Dillaway	44	71	90	107	103	110	...	531	...	1	23	66	97	90	107	64	56	23	4	...
Dudley	46	67	92	122	100	105	32	564	...	2	43	78	84	112	104	74	48	18	1	...
Dwight	53	97	90	141	105	163	33	622	...	8	27	67	112	107	115	88	61	28	7	2
Edward Everett	45	75	98	110	118	116	...	562	...	2	18	37	87	113	124	95	58	20	7	1
Ellet	49	96	98	149	128	173	243	936	3	20	37	126	148	185	183	165	51	15	3	...
Emerson	45	47	97	71	178	171	51	660	...	7	39	70	113	113	109	95	59	39	14	2
Everett	75	90	95	97	144	102	21	624	...	7	34	73	84	105	96	100	76	32	15	2
Franklin	59	95	90	83	144	153	...	624	...	3	42	79	98	108	99	80	74	26	12	3
Frothingham	45	55	94	94	100	139	32	559	...	...	18	56	95	121	103	83	57	24	2	...
Gaston	50	88	99	113	147	161	...	658	...	8	41	87	104	118	92	98	55	43	11	1
George Putnam	32	57	45	48	53	47	30	312	...	2	18	44	38	58	61	54	23	8	3	...

Gibson	45	51	76	84	87	...	386	...	3	22	49	68	59	66	57	39	14	8	1
Hancock	37	36	44	94	107	153	565	1	14	35	91	89	108	100	61	46	13	6	1
Harris	36	35	52	56	63	55	297	...	1	8	31	53	58	50	44	30	16	5	1
Harvard	51	48	79	88	135	156	594	1	7	35	90	93	129	105	65	48	17	4	...
Henry L. Pierce	34	42	34	49	40	45	...	...	...	...	16	33	57	60	34	32	10	2	...
Hugh O'Brien	94	53	95	135	135	226	738	...	2	38	84	111	132	137	117	76	29	12	...
Hyde	30	80	85	89	140	111	36	571	...	4	25	60	105	101	110	79	55	27	4
John A. Andrew	37	45	88	120	204	157	...	661	...	17	53	74	121	111	130	81	48	22	3
Lawrence	72	80	127	141	157	158	68	803	...	23	58	96	166	173	145	91	39	14	...
Lewis	81	97	105	106	119	113	52	672	...	5	43	76	123	118	100	98	62	39	9
Lincoln	35	61	69	102	97	121	30	515	...	4	25	61	82	107	99	82	36	16	3
Lovell	52	90	93	157	171	178	...	741	...	5	51	97	128	134	149	92	68	16	...
Lyman	53	48	83	119	123	27	541	...	1	27	75	95	103	77	74	53	24	12	...
Martin	50	73	40	61	55	48	...	327	...	3	20	32	55	32	61	48	41	29	6
Mather	44	47	93	96	107	150	...	537	...	2	33	69	90	116	88	83	17	1	...
Mnott	30	30	42	50	65	85	...	302	1	1	30	43	36	59	49	46	26	11	...
Mt. Vernon	28	32	29	42	38	50	...	219	...	2	9	23	37	37	37	40	19	4	1
Norcross	31	38	90	116	155	198	...	628	...	3	44	106	126	112	121	71	33	11	...
Phillips	37	69	80	135	156	156	72	705	...	7	33	89	118	130	113	100	48	19	8
Prescott	44	52	72	81	143	114	...	506	...	2	24	75	67	91	104	81	42	16	4
Prince	47	75	93	87	95	91	...	488	...	1	21	66	69	87	74	61	28	9	3
Quincy	55	39	45	98	97	171	33	518	...	7	33	77	84	111	107	62	26	8	2
Rice	49	53	75	83	100	107	33	500	...	4	37	63	85	86	70	52	13	1	3
Sherwin	33	46	69	102	151	101	32	534	...	10	31	66	104	80	74	50	32	2	1
Shurtleff	55	45	78	90	196	157	...	621	...	7	47	84	98	98	164	85	66	24	7
Stoughton	46	63	62	84	75	85	...	415	...	3	26	58	78	61	56	74	36	21	2
Thomas N. Hart	32	42	81	91	72	103	...	421	...	6	21	52	78	61	69	80	38	14	2
Tilston	13	17	23	15	27	24	...	119	...	2	9	19	26	13	23	16	9	1	...
Warren	41	57	80	78	126	151	31	567	...	5	39	91	90	87	99	63	46	32	12
Wells	39	45	48	86	80	95	87	480	...	4	29	54	79	125	96	56	37	7	1
Winthrop	57	75	95	152	210	186	...	775	...	9	57	85	151	129	152	90	52	12	2
Totals	2,500	3,251	4,202	5,198	6,311	6,689	1,226	29,377	8	285	1,080	3,745	5,393	5,218	4,170	2,576	1,130	265	47
Per cents	8.5	11.1	14.3	17.7	21.4	22.8	4.2	100	.03	.97	5.72	12.68	16.61	17.70	14.20	8.77	3.85	1.00	.16

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes	Boys . . Girls . .	....	....	....	....	....	....
	Totals . . . . .	. . . . .	..	..	..	..	..	..
High Schools.	Advanced Class . . {	Boys . . Girls . .	....	....	....	....	....	....
	Third-year Class . . {	Boys . . Girls . .	....	....	....	....	....	....
	Second-year Class . . {	Boys . . Girls . .	....	....	....	....	....	....
	First-year Class . . {	Boys . . Girls . .	....	....	....	....	....	....
	Totals . . . . .	. . . . .	..	..	..	..	..	..
Grammar Schools.	First Class {	Boys . . Girls . .	....	....	....	....	....	....
	Second Class {	Boys . . Girls . .	....	....	....	....	....	....
	Third Class {	Boys . . Girls . .	....	....	....	....	....	....
	Fourth Class {	Boys . . Girls . .	.. ..	.. ..	.. ..	.. ..	.. ..	6 4
	Fifth Class {	Boys . . Girls . .	.. ..	.. ..	.. ..	.. ..	2 5	120 103
	Sixth Class {	Boys . . Girls . .	.. ..	.. ..	.. ..	2 1	128 95	673 663
	Ungraded Class . . {	Boys . . Girls . .	.. ..	.. ..	.. ..	4 1	38 17	76 35
	Totals . . . . .	. . . . .	..	..	..	8	285	1,680
Primary Schools.	First Class {	Boys . . Girls . .	.. ..	.. ..	2 ..	90 107	694 704	1,111 976
	Second Class {	Boys . . Girls . .	.. ..	5 9	253 237	1,170 1,053	1,479 1,278	870 708
	Third Class {	Boys . . Girls . .	20 13	1,021 864	2,122 1,812	1,583 1,344	661 581	222 200
	Totals . . . . .	. . . . .	33	1,899	4,426	5,347	5,397	4,087
	Grand totals . . . . .	. . . . .	33	1,899	4,426	5,355	5,682	5,767

TO AGE AND TO CLASSES, JUNE, 1891.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
.	1	18	46	88	96	96	86	48	23	502
.	1	6	9	17	25	50	26	17	22	173
.	2	24	55	105	121	146	112	65	45	675
.	.	.	.	.	.	1	5	10	7	23
.	.	.	.	.	.	.	11	35	45	91
.	.	.	.	.	9	47	96	71	23	246
.	.	.	.	.	2	30	89	73	61	255
.	.	.	.	11	61	114	124	34	5	349
.	.	.	.	3	39	102	111	54	20	329
.	.	.	11	52	178	148	70	3	2	464
.	.	.	2	42	141	203	105	37	5	535
.	.	.	13	108	430	645	611	317	168	2,292
.	.	7	85	324	408	283	80	9	.	1,196
.	.	2	63	300	477	312	124	26	.	1,304
.	8	102	401	595	396	147	17	5	.	1,671
.	5	73	291	533	445	188	41	4	.	1,580
8	101	428	719	577	245	67	8	1	.	2,154
3	72	415	676	537	265	68	11	1	.	2,048
119	548	903	733	378	99	25	4	.	.	2,815
98	429	722	653	332	113	25	6	1	.	2,383
586	972	823	513	192	38	5	2	.	.	3,253
565	935	765	463	173	40	8	1	.	.	3,058
1,087	838	466	230	77	13	1	1	.	.	3,516
982	731	421	215	58	7	.	.	.	.	3,173
191	167	143	118	70	23	1	.	.	.	831
86	74	93	58	24	7	.	.	.	.	395
3,725	4,880	5,363	5,218	4,170	2,576	1,130	295	47	.	29,377
725	279	94	36	.	.	.	.	.	.	3,031
692	285	105	41	.	.	.	.	.	.	2,910
323	96	33	14	.	.	.	.	.	.	4,243
302	92	33	12	.	.	.	.	.	.	3,724
75	12	10	3	.	.	.	.	.	.	5,729
67	26	10	6	.	.	.	.	.	.	4,923
2,184	790	285	112	.	.	.	.	.	.	24,560
5,909	5,672	5,672	5,398	4,383	3,127	1,921	1,018	429	213	56,904

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1891.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	10	398	39.8	H. L. Pierce . .	6	246	41.0
Agassiz	8	397	49.6	Hugh O'Brien.	14	752	53.7
Allston	13	705	54.2	Hyde	12	579	48.2
Bennett	10	509	50.9	J. A. Andrew .	14	706	50.4
Bigelow	14	695	49.6	Lawrence . . .	16	857	53.6
Bowditch	7	357	51.0	Lewis	12	698	58.2
Bowdoin	9	338	37.5	Lincoln	11	535	48.6
Brimmer	14	633	45.2	Lowell	14	753	53.8
Bunker Hill . .	14	646	46.1	Lyman	13	578	44.5
Chapman	12	573	47.7	Martin	9	341	37.9
Chas. Sumner . .	12	589	49.1	Mather	11	554	50.4
Comins	10	530	53.0	Minot	6	308	51.3
Dearborn	13	626	48.1	Mt. Vernon . .	6	225	37.5
Dillaway	11	550	50.0	Norcross	14	662	47.3
Dudley	14	586	41.8	Phillips	15	753	50.2
Dwight	13	652	50.1	Prescott	10	508	50.8
Edw. Everett . .	11	573	52.1	Prince	10	482	48.2
Eliot	20	966	48.3	Quincy	11	554	50.4
Emerson	15	745	49.7	Rice	11	514	46.7
Everett	14	662	47.3	Sherwin	11	566	51.4
Franklin	14	683	48.8	Shurtleff	14	642	45.8
Frothingham . .	12	598	49.8	Stoughton . . .	11	420	38.2
Gaston	13	666	55.5	Thos. N. Hart .	8	436	54.5
Geo. Putnam . .	7	334	47.7	Tileston	2	119	59.5
Gibson	8	391	48.9	Warren	13	633	48.7
Hancock	12	598	49.8	Wells	11	506	46.0
Harris	7	305	43.6	Winthrop . . .	17	817	48.1
Harvard	13	637	49.0	Totals	632	30,686	48.6

GRAMMAR SCHOOLS.

Graduates, June, 1891.

SCHOOLS.	DIPLOMAS.			SCHOOLS.	DIPLOMAS.		
	Boys.	Girls.	Total.		Boys.	Girls.	Total.
Adams	17	11	28	Henry L. Pierce	15	18	33
Agassiz	32	..	32	Hugh O'Brien	48	42	90
Allston	35	46	81	Hyde .....	..	30	30
Bennett.....	23	23	46	John A. Andrew	18	19	37
Bigelow.....	37	..	37	Lawrence	69	..	69
Bowditch .....	..	35	35	Lewis	35	45	80
Bowdoin .. .	..	34	34	Lincoln	35	..	35
Brimmer.	33	..	33	Lowell	26	26	52
Bunker Hill.....	14	33	47	Lyman	33	17	50
Chapman	28	23	51	Martin	18	31	49
Charles Sumner	21	18	39	Mather.....	20	23	43
Comins	15	27	42	Minot	13	13	26
Dearborn	15	32	47	Mt. Vernon.....	8	17	25
Dillaway .....	..	44	44	Norcross .....	..	31	31
Dudley	46	..	46	Phillips	38	..	38
Dwight	52	..	52	Prescott	15	25	40
Edward Everett.....	21	24	45	Prince	13	34	47
Eliot	46	..	46	Quincy.....	34	..	34
Emerson	21	24	45	Rice	47	..	47
Everett .....	..	75	75	Sherwin.....	33	..	33
Franklin .....	..	57	57	Shurtleff .....	..	52	52
Frothingham	19	26	45	Stoughton	20	26	46
Gaston.....	..	50	50	Thomas N. Hart	32	..	32
George Putnam.....	13	19	32	Tileston.....	5	5	10
Gibson.....	22	22	44	Warren	20	24	44
Hancock .....	..	38	38	Wells .....	..	38	38
Harris	15	13	28	Winthrop .....	..	52	52
Harvard	20	31	51	Totals	1140	1,273	2,413

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1891 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY.

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	8½ years.	9 years and over.	Not given.	Total.
Adams .....	...	...	1	...	2	1	4	12	3	5	...	...	...	...	28
Agassiz.....	...	...	1	...	4	...	14	...	7	...	...	...	...	6	32
Allston .....	...	...	...	...	3	1	30	...	26	...	6	...	1	14	81
Bennett .....	...	...	...	...	1	...	17	...	18	...	5	...	...	5	46
Bigelow .....	...	...	...	...	1	1	10	1	16	4	3	1	...	...	37
Bowditch .....	...	...	...	...	1	...	13	...	11	...	3	...	...	7	35
Bowdoin.....	...	...	...	...	5	...	12	...	10	...	1	...	...	6	34
Brimmer	2	...	1	...	6	...	9	...	12	3	...	...	...	...	33
Bunker Hill.....	...	...	...	...	1	...	37	...	2	...	...	...	...	7	47
Chapman	1	1	3	...	1	...	7	...	21	...	12	...	5	...	51
Charles Sumner ...	1	...	...	...	4	1	16	...	11	...	...	...	...	6	39
Comins .....	...	...	...	...	8	...	28	...	6	...	...	...	...	...	42
Dearborn .....	...	...	...	...	6	4	24	...	11	2	...	...	...	...	47
Dillaway .....	...	...	...	...	8	...	19	...	14	...	3	...	...	...	44
Dudley	1	1	...	...	9	...	26	...	6	...	2	...	1	...	46
Dwight .....	...	...	...	...	...	...	10	...	9	...	...	7	...	26	52
Edward Everett ...	...	...	...	...	6	2	17	...	13	...	1	...	...	6	45
Eliot	1	2	...	...	5	1	26	1	8	2	...	...	...	...	46
Emerson.....	...	...	1	...	1	2	12	2	12	1	9	...	1	4	45
Everett.....	...	...	1	...	12	...	22	...	12	...	11	...	1	16	75
Franklin.....	...	...	1	...	5	...	16	6	9	...	8	...	2	10	57
Frothingham.....	1	...	1	...	...	...	16	1	13	...	10	...	...	3	45
Gaston	1	1	...	...	...	...	16	4	19	...	7	...	1	1	50
George Putnam ...	...	...	...	...	4	...	14	...	11	...	1	...	2	...	32
Gibson	3	...	2	1	3	...	28	...	7	...	...	...	...	...	44
Hancock.....	...	...	...	...	6	...	19	...	8	...	5	...	...	...	38
Harris.....	...	...	...	...	...	...	13	...	12	...	3	...	...	...	28

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1891 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY. — *Concluded.*

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	8½ years.	9 years and over.	Not given.	Total.
Harvard					5		38		6					2	51
Henry L. Pierce.					3		18				4			8	33
Hugh O'Brien			2		25		36	2	22					3	90
Hyde		1			1		10	1	15		2				30
John A. Andrew.				1	5	1	14	1	10	1	1			3	37
Lawrence	1		2		15	14	27	4	6						69
Lewis			1		17	13	38		8		1			2	80
Lincoln			2		15		9		5		1			3	35
Lowell					1	2	35	1	5					8	52
Lyman	2	2	1		5		18		19		3				50
Martin	2	1			1		30		10		5				49
Mather	4	2			4		22		7	1	3				43
Minot							17		6		1			2	26
Mt. Vernon					1		14		7					3	25
Norcross					2		11		14		4				31
Phillips			1	2	1		25		5					4	38
Prescott					10		26		4						40
Prince			1		5	1	20		7		1			12	47
Quincy							21		11		2				34
Rice					6		25		10		2			4	47
Sherwin					1		13		17		2				33
Shurtleff		3	3		3		10		20		11		2		52
Stoughton			2	1	2		12	14	7		2			6	46
Thomas N. Hart.			2	2	10	1	16		1						32
Tileston					2		7							1	10
Warren	6	3					13		13		8			1	44
Wells	1	2	4		5		21		3		2				38
Winthrop		1			4		12	3	20		9			3	52
Totals	27	20	33	7	251	45	1033	53	565	19	154	8	16	182	2413

PRIMARY SCHOOLS.

Semi-Annual Returns, to June 30, 1891.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	177	132	309	151	111	262	47	86.	137	174	311
Agassiz	3	111	73	184	100	62	162	22	88.	75	102	177
Allston	10	274	285	559	221	225	446	113	80.	266	298	564
Bennett	7	182	166	348	168	149	317	31	91.	168	200	368
Bigelow	13	403	281	684	360	242	602	82	88.	331	351	682
Bowditch	6	157	136	293	130	111	241	52	82.	147	151	298
Bowdoin	8	153	164	317	125	132	257	60	81.	144	188	332
Brimmer	8	194	163	357	173	140	313	44	87.	222	150	372
Bunker Hill	12	267	264	531	237	228	465	66	88.	223	313	536
Chapman	6	169	148	317	138	122	260	57	82.	156	164	320
Charles Sumner . . .	9	255	221	476	220	180	400	76	84.	265	241	506
Comins	6	167	137	304	146	113	259	45	86.	159	154	313
Dearborn	12	340	282	622	293	226	519	103	83.	268	352	620
Dillaway	7	185	173	358	160	149	309	49	86.	178	185	363
Dudley	13	333	340	673	285	276	561	112	83.	292	380	672
Dwight	9	246	278	524	208	233	441	83	84.	284	245	529
Edward Everett . .	7	224	213	437	188	168	356	81	81.	222	230	452
Eliot	8	302	162	464	260	132	392	72	84.	232	235	467
Emerson	10	295	281	576	239	232	471	105	82.	251	348	599
Everett	10	272	260	532	232	217	449	83	85.	227	297	524
Franklin	12	316	299	615	274	248	522	93	84.	267	323	590
Frothingham	9	250	251	501	223	215	438	63	87.	229	265	494
Gaston	9	178	292	470	153	244	397	73	85.	213	259	472
George Putnam . . .	4	118	109	227	99	85	184	43	81.	107	123	230
Gibson	6	151	146	297	136	128	264	33	87.	147	147	294
Hancock	17	473	494	967	414	424	838	129	87.	433	496	929
Harris	6	145	147	292	124	120	244	48	83.	110	186	296
Harvard	12	317	288	605	280	249	529	76	87.	305	309	614

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence. Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.				
Henry L. Pierce,	4	100	82	182	85	69	154	28 84.	93	104	197
Hugh O'Brien .	12	439	272	711	369	220	589	122 83.	367	365	732
Hyde	8	227	241	468	204	209	413	55 81.	220	253	473
John A. Andrew	11	303	301	604	261	255	516	88 85.	303	282	585
Lawrence . . .	17	640	213	853	580	186	766	87 90.	417	451	868
Lewis	10	263	253	516	225	206	431	85 83.	176	319	495
Lincoln	6	197	84	281	160	64	224	57 81.	116	162	278
Lowell	16	450	431	881	379	362	741	140 84.	492	426	918
Lyman	8	242	152	394	209	125	334	60 84.	175	228	403
Martin	3	68	60	128	56	49	105	23 82.	68	63	131
Mather	11	267	259	526	226	202	428	98 82.	251	279	530
Minot	4	120	105	225	105	90	195	30 87.	125	103	228
Mount Vernon .	5	95	85	180	81	63	144	36 80.	85	97	182
Norcross	13	173	408	581	159	363	522	59 90.	285	296	581
Phillips	7	195	183	378	167	148	315	63 84.	200	178	378
Prescott	8	196	190	386	175	167	342	44 88.	185	214	399
Prince	4	104	113	217	87	91	178	39 82.	98	144	242
Quincy	13	394	284	678	334	236	570	108 84.	331	340	671
Rice	7	173	155	328	143	120	263	65 81.	135	185	320
Sherwin	9	232	217	449	207	192	399	50 89.	233	225	458
Shurtleff	6	166	160	326	143	136	279	47 86.	141	179	320
Stoughton . . .	4	132	142	274	118	123	241	33 87.	149	126	275
Thomas N. Hart	9	339	145	484	304	119	423	61 87.	226	241	467
Tileston	2	33	42	75	28	35	63	12 84.	42	37	79
Warren	7	180	181	361	165	166	331	30 92.	179	180	359
Wells	15	415	435	850	360	370	730	120 86.	392	422	814
Winthrop	6	128	119	247	103	92	195	52 79.	163	90	253
Totals	470	12,925	11,497	24,422	11,170	9,619	20,789	3,633 85.	11,705	12,855	24,560

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1891.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	77	97	137	311	23	58	56	72	51	33	12	4	2
Agassiz	40	46	91	177	10	29	36	48	29	14	8	3	. .
Allston	139	178	247	564	48	98	120	113	94	47	24	12	8
Bennett	71	138	159	368	34	61	73	77	73	33	12	5	. .
Bigelow	187	219	276	682	41	134	156	160	107	52	23	7	2
Bowditch . . .	78	104	116	298	28	55	64	62	53	22	10	4	. .
Bowdoin	80	104	148	332	15	55	74	84	57	35	8	1	3
Brimmer	96	106	170	372	26	98	98	89	46	11	4	. .	. .
Bunker Hill . .	118	224	194	536	36	87	100	122	106	58	22	4	1
Chapman	96	89	135	320	17	54	85	71	56	24	8	4	1
Chas. Sumner . .	110	194	202	506	44	125	96	116	73	38	12	1	1
Comins	82	92	139	313	30	52	77	63	54	16	15	2	4
Dearborn	134	177	309	620	52	96	120	126	118	60	27	14	7
Dillaway	81	125	157	363	33	61	84	84	67	24	6	3	1
Dudley	147	192	333	672	58	98	136	148	106	70	29	20	7
Dwight	136	142	251	529	60	103	121	111	90	30	9	5	. .
Edward Everett.	106	145	201	452	40	78	104	108	72	33	7	5	5
Elliot	90	150	227	467	50	89	93	74	67	52	25	13	4
Emerson	129	227	243	599	46	93	112	115	98	82	30	15	8
Everett	126	151	247	524	25	72	130	141	84	57	12	2	1
Franklin	148	177	265	590	32	101	134	109	128	57	19	6	4
Frothingham . .	167	157	170	494	28	106	95	76	100	56	30	2	1
Gaston	139	160	173	472	33	83	97	119	86	42	9	2	1
Geo. Putnam . .	56	92	82	230	4	42	61	54	44	21	2	2	. .
Gibson	70	107	117	294	25	59	63	81	38	20	7	1	. .
Hancock	147	209	573	929	53	179	201	190	155	91	42	16	2
Harris	80	100	116	296	13	45	52	64	53	49	8	7	5
Harvard	149	204	261	614	51	117	137	150	87	48	19	5	. .

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Henry L. Pierce	55	90	52	197	9	6	48	47	29	19	8	.	1
Hugh O'Brien,	193	186	353	732	78	13	158	153	111	68	21	8	4
Hyde	100	208	165	473	28	83	109	112	81	40	10	4	6
J. A. Andrew .	105	211	269	585	45	122	133	125	84	45	16	10	2
Lawrence . .	244	248	376	868	81	178	158	212	145	67	22	5	.
Lewis	135	182	178	495	11	60	105	148	95	54	18	3	1
Lincoln . . .	83	82	113	278	16	38	62	62	60	27	7	5	1
Lowell	209	294	415	918	86	210	196	193	135	64	20	11	3
Lyman	92	137	174	403	31	69	75	87	80	42	16	2	1
Martin	40	45	46	131	14	30	24	25	20	15	2	1	.
Mather	118	122	290	530	37	83	131	128	68	52	19	10	2
Minot	57	59	112	228	31	43	51	52	34	12	4	1	.
Mt. Vernon . .	54	53	75	182	25	27	33	39	37	16	5	.	.
Norcross . . .	142	222	217	581	67	103	115	114	74	67	30	10	1
Phillips . . .	34	159	185	378	50	74	76	58	66	33	15	4	2
Prescott . . .	99	147	153	399	26	65	94	87	67	35	13	6	6
Prince	65	67	110	242	2	24	72	54	28	40	16	4	2
Quincy	187	225	259	671	75	118	138	151	100	53	26	6	4
Rice	92	125	103	320	8	47	80	89	58	29	8	.	1
Sherwin	93	150	215	458	51	81	101	97	58	46	13	9	2
Shurtleff . . .	106	103	111	320	16	58	67	71	68	27	9	2	2
Stoughton . .	70	90	115	275	30	55	64	56	47	14	7	.	2
Thos. N. Hart,	133	180	154	467	17	88	121	96	85	40	12	8	.
Tileston . . .	19	15	45	79	14	12	16	24	11	2	.	.	.
Warren	98	94	167	359	11	74	94	65	80	26	6	3	.
Wells	187	257	370	814	72	125	195	193	136	67	24	2	.
Winthrop . .	52	110	91	253	43	64	56	32	38	9	4	6	1
Totals . . .	5,941	7,967	10,652	24,560	1,932	4,426	5,347	5,397	4,087	2,185	790	285	112
Percentages	24.2	32.4	43.4	100	7.9	18.	21.7	22.	16.6	8.9	3.2	1.2	.5

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1891.

DISTRICT.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	309	51.5	Henry L. Pierce	4	182	45.5
Agassiz.....	3	184	61.3	Hugh O'Brien..	12	711	59.2
Allston	10	559	55.9	Hyde	8	468	58.5
Bennett	7	348	49.7	J. A. Andrew ..	11	604	54.9
Bigelow	13	684	52.6	Lawrence	17	853	50.2
Bowditch ...	6	293	48.8	Lewis	10	516	51.6
Bowdoin ...	8	317	39.6	Lincoln	6	281	46.8
Brimmer ...	8	357	44.6	Lowell	16	881	55.1
Bunker Hill.	12	531	44.2	Lyman	8	394	49.2
Chapman ...	6	317	52.8	Martin	3	128	42.6
Ch's Sumner	9	476	52.8	Mather	11	526	47.8
Comins.....	6	304	50.7	Minot	4	225	56.2
Dearborn ..	12	622	51.8	Mt. Vernon ...	5	180	36.0
Dillaway ...	7	358	51.1	Norcross	13	581	44.6
Dudley.....	13	673	51.7	Phillips	7	378	54.0
Dwight.....	9	524	58.2	Prescott	8	386	48.2
Edw. Everett	7	437	62.4	Prince	4	217	54.2
Eliot.....	8	464	58.0	Quincy	13	678	52.1
Emerson ...	10	576	57.6	Rice	7	328	46.8
Everett.....	10	532	53.2	Sherwin	9	449	49.8
Franklin ...	12	615	51.2	Shurtleff	6	326	54.3
Frothingham	9	501	55.6	Stoughton	4	274	68.5
Gaston	9	470	52.2	Thos. N. Hart .	9	484	53.7
Geo. Putnam	4	227	56.7	Tileston	2	75	35.0
Gibson	6	297	49.5	Warren	7	361	51.6
Hancock.....	17	967	56.9	Wells	15	850	56.6
Harris	6	292	48.7	Winthrop	6	247	41.1
Harvard	12	605	50.4	Totals	470	24,422	52.0

ANNUAL SCHOOL FESTIVAL.

1891.

ANNUAL SCHOOL FESTIVAL, 1891.

THE Annual School Festival in honor of the graduates of the Boston public schools was held in the Massachusetts Charitable Mechanics Building, Huntington avenue, in the afternoon of Saturday, June 27, 1891, under the direction of the Committee of the School Board appointed for the purpose, consisting of William A. Mowry, Ph.D. (Chairman), Mr. Choate Burnham, Mrs. Elizabeth C. Keller, M.D., Mr. Charles E. Daniels, and William A. Dunn, M.D.

The occasion was honored by the presence of His Honor the Mayor, members of the City Council and School Committee, distinguished officials and citizens, teachers of the public schools, and parents and friends of the graduates.

The front of the stage was tastefully decorated with potted plants, and the bouquets provided for the graduates were arranged in large banks, the whole presenting a bright and pleasing appearance. The bouquets, 2,650 in number, were furnished by the following-named florists: James P. Clark, James Delay, Norton Brothers, J. Newman & Sons, T. H. Meade, J. Mooney, Twombly & Sons, and J. Gormley. The Boston Cadet Band, under the direction of Mr. J. Thomas Baldwin, furnished the music for the occa-

sion. The collations for the committee and pupils were provided by Mr. William Tufts.

The graduates were marshalled to their places under the direction of Mr. Orlando W. Dimick, master of the Wells School.

The graduates of the Grammar Schools filled the first balcony and about five hundred seats on the floor. The five hundred and ninety-nine graduates of the Latin and High Schools did not take part in the exercises, but were invited to be present.

The Chairman of Special Committee, William A. Mowry, Ph.D., delivered the opening address.

ADDRESS OF WILLIAM A. MOWRY, PH.D.

My dear young friends, the graduates of the Grammar Schools of Boston, in 1891:

I desire to extend to you cordial greetings, and to welcome you all to this your annual school festival.

I have but two words for you to-day. The first is a word of congratulation; the second is a word of advice. The word of congratulation is natural, and one could hardly kelp saying it to you. The word of advice is natural, too. Every one is ready and willing to give advice to the young, and too often such advice is worth only about what it costs.

My first word to you is this:

I congratulate you heartily that you have passed successfully your examinations, and have received your diplomas, showing that you have honorably completed the course of study prescribed for the Grammar Schools of the city of Boston.

This course of study has been long, and it has been thorough. It is only the beginning of your education. It has only taught you how to learn, how to acquire knowledge, how to discipline the powers of mind God has given you, but — such as it is — it is

your passport to an intelligent citizenship. It is the opening of the gate which admits you to the great city of active life.

To-day is your entrance through this gate into the free city of life's activities. This city, in many respects, resembles the ancient labyrinth, accounts of which are common in Grecian and Egyptian literature.

And this leads to my second word :

The celebrated labyrinth of Egypt is said to have had three thousand chambers and innumerable passages, so that it were next to impossible to find one's way through the multitude of labyrinthine turns and out again into the light of the sun. It is said that visitors exploring these passages, and threading these intricate paths, sometimes tied the end of a string at the entrance, and as they advanced unwound the string, thus leaving behind them a guide for their safe retreat if they found themselves unable to discover an exit otherwise.

But you will readily see that such a course must have proved very unsatisfactory. One does not like to retrace his steps. He prefers to go forward, not backward. It is progress and not retrogression which is agreeable and commendable. Moreover, the thread may be broken, or cut upon the jagged edges of the rocks, or snapped by some other traveller who may chance to cross its path.

I would, therefore, like to rearrange for you this classical story of the labyrinth of life, and so fit it that it may answer the conditions of modern life, and serve as a guide to your footsteps for the latitude and longitude of Boston.

The labyrinth of your life is no underground system of sepulchral chambers hewed out of marble or granite. It is not a series of intricate paths intertwining and interlacing in the arboreal grotto. But it is like a great city — like Boston, for example, with broad and beautiful streets, such as Commonwealth avenue and Marlborough street, with its Beacon Hill, and the gilded dome surmounting the State House, with its busy streets of business, like Tremont and Washington, Milk street, and State street, with its Common, its Public Garden, and its Franklin park, and I must also add with its dark alleys, its damp and chilly cellars, its tenement houses, its drinking saloons, its gambling dens, its squalor, its filth, and its crime.

You may wander and easily get lost in this great city of life, in these modern days, and most assuredly you need an infallible guide to ensure your safe transit, a successful tour, and an honorable exit upon the other side of the city.

In the groping of our race in its earlier days, the scarlet thread left behind, by which to retrace one's steps, may have been the best means of extricating the traveller from a serious dilemma. But in these later days of a higher knowledge of both God and Nature, let us look for a more effectual guide, an absolutely safe and trustworthy director, who shall lead our steps forward and not backward, and who can ensure us a happy exit from this great city when we have completed our journey through it. Let us seek one who will lead us away from the slums and the filth, the vice and the crime, the dark alleys and the underground passages, and who is able to take us along in our journey *via* Faneuil Hall and the Old State House, the Athenæum and the Art Gallery, the Public Library and the Gilded Dome, the Common and the Public Garden, and Commonwealth avenue, or at least along some street where can be found only the homes of the pure and the good, the wise and the happy. The magnetic needle, which always and everywhere points to the pole, is a better illustration of what a guide we need and can obtain.

Ah, my young friends, it is my good fortune to tell you of a sure guide, one who is able to save you from every misstep, from every false turn, from every pitfall, and from every wrong course! It is no Aladdin's lamp that shall guide you. It is no mythical fairy upon which you must depend, but it will require on your part a moral perception which you must needs cultivate.

There is a silver cord of white light, plainly visible to the practised eye of every one of the King's sons and every one of the King's daughters, but which can be perceived only by a pure heart and a sweet temper, — only by eyes which love the light and hate darkness. But to everyone who can perceive this silver line of light it will prove a faithful messenger, a perfect guide, and will lead away from all evil and into the midst of all good.

This thread of white light which shall guide you from any lane, from any alley, from any doubtful corner, wherever you may chance to be, onward into the beautiful streets and broad avenues

of right doing and happy living, and which will take you to the springs of all wholesome goodness, and along the streams of every fresh delight, which shall show you even the Supreme Good, is what we are accustomed to call Truth and Right.

If you open your eyes to *truth*, if you follow after that which is *right*, if you cultivate a love for the pure, the beautiful, and the good, you need never go astray. If you put far from you wrong-doing, every hurtful passion and every poisonous appetite, if you seek faithfully for the right and for righteousness, the silver cord of white light will be constantly and surely and without chance for error lead you onward in right doing and right living through this labyrinthic city of life, and by whatever streets it takes you, you will at length emerge from the toilsome labors of a busy but a happy life, and your feet shall tread the deck of the ferryboat which takes you across the river, and leaves you on the "other side," at the foot of the "delectable mountains," along whose sides and to whose very summits grows the tree of life, whose sheltering branches shall protect you from every hurtful blast forever.

At the close of Dr. Mowry's address, he read a letter from Governor Russell, expressing His Excellency's regret that he could not be present, and concluding with a personal message to the children, assuring them of the keen interest the Old Commonwealth has in them and in their success.

The Chairman introduced His Honor Mayor Matthews, who said: "It is one of the pleasantest duties of the Mayor of the city to attend this festival, and for myself I may say it is perhaps the very pleasantest duty I have had to perform to congratulate you upon your success, and wish you every success in the future." His Honor concluded his address by referring to the pleasant features of the exercises to follow, and adjuring the scholars to be loyal

friends of the schools and city that have done so much for them.

The Chairman then introduced Hon. Charles T. Gallagher, President of the School Committee, who spoke as follows:

ADDRESS OF HON. CHARLES T. GALLAGHER.

Mr. Chairman, Ladies and Gentlemen, and Graduates of our Grammar Schools: It would be inappropriate indeed in me to make extended remarks after the eloquent and impressive words of His Honor the Mayor, and the words of wisdom and advice that have been addressed to you by the chairman of the festival committee. After the good advice and encouraging words that you have heard during the past week from the members of the School Board there remains little that I can add for your future. The School Committee have already spoken to you words of advice, of encouragement and good cheer in your various divisions during the past week, and they have said to-day through the chairman of the festival committee their last words of good will and kindly feeling. It only remains for me, for the School Board, to extend our warmest congratulations on your success and our best wishes for your future prosperity and happiness; to counsel you to remember your school days and associations as the happiest of your lives; and each year as you shall hear of succeeding classes graduating from your old schools, to let the fact quicken and awaken your love for the cause of education and the public schools. Remember the school where you graduate and the flag that floats over it, and entwine the two in your memory as inseparable — loyalty to both being necessary for the existence of our republic. The public common school and the American flag, — remember both, cherish both, and maintain them.

After the address of the President of the School Board, the graduates marched across the stage in full view of the large audience, each school being

designated by a banner with the name of the school printed thereon. Each graduate received a bouquet from the hand of the Mayor.

At the conclusion of the distribution of the bouquets, a collation was served to the committee and invited guests, and to the graduates.

The doors of the adjoining Exhibition Hall were thrown open, and the remainder of the afternoon devoted to dancing and promenading.

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.

1891.

FRANKLIN MEDALS, 1891.

LATIN SCHOOL.

Edward A. Baldwin,
Edwin W. Carr,
Frank P. Dodge,
Daniel F. Field,
Samuel N. Kent,

Evan W. D. Merrill,
Carleton E. Noyes,
Austin M. Pinkham,
Herbert H. Yeames.

ENGLISH HIGH SCHOOL.

Moses S. Lowrie,
Morton A. Aldrich,
William F. Patten,
Malcolm H. Baker,
Everett F. Damon,
Louis A. Abbott,
Sidney K. Clapp,

Joseph Robbins,
Harry J. Louis,
Edwin H. Wright,
Charles A. Meserve,
George Defren,
Nathan H. Daniels, Jr.

LAWRENCE PRIZES, 1891.

FOR EXCELLENCE IN CLASSICS. — Carleton E. Noyes, Henry W. Prescott, Joseph P. Warren, Charles D. Drew, Ernest E. Southard, Paul A. H. van Daell, Carl N. Jackson, John W. Edmunds, Walter M. Flint, Donald F. Urquhart, William P. Snow, Lawrence W. Peirce, William J. Kelly.

FOR EXCELLENCE IN MODERN STUDIES. — Austin M. Pinkham, James Hewins, Louis A. Freedman, Gustavus S. Heard, Charles T. Rawson, Waldron H. Rand, Laurence H. Parkhurst, Elmer W. Houghton, Charles B. Smith, Arthur E. Greene, Carl S. Oakman, John K. Simpson, Durant F. Drake.

FOR EXCELLENCE IN DECLAMATION. — *First Prize* — James E. Molloy. *Second Prizes* — James A. Dorsey, Clarence G. Bearse. *Third Prizes* — David P. Wilder, William L. G. Gilman. *Special Prizes* — Henry E. Cottle, Samuel Robinson.

FOR EXCELLENCE IN READING. — *First Prize* — James E. Molloy. *Second Prizes* — Joseph P. Warren, Louis A. Freedman. *Third Prizes* — Carl Dreyfus, Arthur E. Baldwin.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — Carl N. Jackson, Arthur E. Baldwin, Carleton E. Noyes, Walter J. L. O'Brien, Donald F. Urquhart, Durant F. Drake, Arthur E. Greene, John E. Lansing, Laurence H. Parkhurst, Waldron H. Rand, Ernest E. Southard, Burt Tower, William W. Baker, William J. Kelly, Austin M. Pinkham, John W. Hathaway, Paul A. H. van Daell, John W. Edmunds, Charles L. Rohde, Joseph J. Mora, Carl S. Oakman, Henry W. Prescott.

FOR EXEMPLARY CONDUCT AND FIDELITY. — William A. Butler, Frederic B. Tower, Frederick Burgess, Richard M. Pearce, Philip W. T. Moxom, John H. Deming, Starr M. Pierce, Karl C. Adams, William E. Burke, Theodore W. Barnard, Cornelius G. Fitzgerald, William B. Marshall, William P. Brintnall.

FOR A POEM IN ENGLISH. — Joseph P. Warren.

FOR AN ESSAY IN ENGLISH. — Louis A. Freedman.

FOR A POETICAL TRANSLATION FROM OVID. — Herbert H. Yeames.

FOR MILITARY DRILL.¹

First Prize. — Company A.

Second Prize. — Company B.

Special Prizes. — Company G.

First Individual Prize. — William C. Rogers, Sergeant.

Second Individual Prize. — Charles D. Drew, Corporal.

Bayonet Squad Prize. — Robert B. Metcalf, Sergeant.

ENGLISH HIGH SCHOOL.

FOR ESSAY. — *Graduating Class Prize.* — (Second Prize) — Everett F. Damon.

FOR DECLAMATION. — *First Prize.* — (Second Class) — Arthur B. Price. *Second Prizes.* — (First Class) — Fitz Henry Smith, Jr. (Third Class.) — Isaac R. Hanson.

FOR READING ALOUD. — *First Prize.* — (Second Class) — Vernon M. Peirce. *Second Prizes.* — (First Class) — Morton A. Aldrich, Charles B. Royce. (Second Class) — George W. Dunklee, Walter G. Lincoln.

FOR TRANSLATION OF GERMAN AT SIGHT.

First Prize. — (First Class) — Harry J. Louis. *Second Prize.* — (First Class) — George Defren.

¹ These prizes are awarded at the annual prize drill from funds contributed by the school.

FOR TRANSLATION OF FRENCH AT SIGHT.

First Prize. — (Second Class) — Jonathan B. Hayward. *Second Prize.* — (Second Class) — Alfred P. Devoto.

FOR ORIGINAL DEMONSTRATIONS IN GEOMETRY.

First Prizes. — (First Class) — Edward W. Murphy. (Second Class) — Jonathan B. Hayward. *Second Prizes.* — (First Class) — Louis A. Abbot. (Second Class) — Alfred P. Devoto, Albert A. Merrill.

FOR EXAMINATION IN ALGEBRA.

First Prize. — (Third Class) — Walter F. Underwood. *Second Prize.* — (Third Class) — Herbert H. Dakin.

FOR DRAWING.

First Prize. — (First Class) — George L. Cook.

FOR DEPORTMENT AND SCHOLARSHIP.

First Class. — E. C. Fullonton, G. A. Bleyle, Fitz Henry Smith, Jr., J. C. Dickerman, J. D. French, C. C. A. Ames, H. S. Locke.

Second Class. — J. B. Hayward, H. R. Morse, W. C. Holman, R. P. Angier, M. J. Shine, J. C. Cook, A. P. Devoto, H. A. Sherman, B. F. Russell, W. L. Fillebrown, P. E. Cadue, R. F. Hosford, F. H. Overton, G. L. Morrill, A. A. Merrill, H. H. Yost, R. H. Perry, Robert Seaver, G. W. Duncklee, E. B. Spinney, Jr., Walter Humphreys, B. C. Tower, P. W. Litchfield.

Third Class. — S. W. Bingham, C. E. Hamilton, C. A. Crowell, J. H. Fitzpatrick, D. D. Johnson, David Schwartz, G. T. Cottle, E. M. Hawkins, A. W. Brigham, N. S. Kelly, W. M. Blatt, Israel Alexander, W. F. Underwood, F. P. Carey, H. T. Mulhall, John Bergen, C. W. Hapgood, C. P. Skinner, A. R. Dickey, C. C. Hill, G. C. Willis.

FOR DEPORTMENT AND FIDELITY.

First Class. — G. L. Cook, W. E. Foster, W. W. Howell, T. J. Johnson, A. C. Jones, J. L. Putnam, C. D. Sawyer.

Second Class. — W. M. Bogart, H. O. Chandler, A. L. Dacy, C. B. Humphreys, John Curthbert Johnson, W. R. Parker, V. M. Peirce.

Third Class. — M. D. Abrams, G. W. Coleord, A. A. George, J. L. Harty, A. E. Hoyt, M. J. P. McDonough, E. J. Murphy, H. W. Tolman, M. S. Wales.

DIPLOMAS OF GRADUATION, 1891.

NORMAL SCHOOL.

Elizabeth J. Andrews,
 Emma L. Baker,
 Annie E. Briggs,
 Emily C. Brown,
 Catharine M. Browne,
 Caroline M. Burke,
 Emma Burrows,
 Annie G. Conroy,
 Cecilia Coyle,
 Mary C. Crowley,
 Margaret J. Cunningham,
 Mattie Currier,
 Louise M. Davis,
 Persis S. Davis,
 Sarah M. Dean,
 Mary E. Denning,
 Bertha E. Dennis,
 Grace C. Dillon,
 Sarah T. Driscoll,
 Frances S. Duncan,
 Margaret L. Eaton,
 Mary H. Finley,
 Ellen E. Foster,
 Mary H. Fruean,
 Mary L. Green,
 Lillian G. Greene,
 Lillian M. Hall,
 Anna P. Hannon,
 Elizabeth E. Henchey,
 Helena G. Herlihy,
 Roxana L. Johnston,
 Joanna G. Keenan,
 Sabina F. Kelly,
 Gertrude H. Lakin,
 Floy Lathrop,

Anna M. Leach,
 C. Emma Lincoln,
 Mary F. Lindsay,
 Annie V. Lynch,
 Emily H. Macdonald,
 Annie A. Maguire,
 Annie M. McMahon,
 Mary L. Merrick,
 Mary F. Mooney,
 Cora B. Mudge,
 Annie B. Muleahey,
 Elizabeth T. O'Brien,
 Julia K. Ordway,
 Lillian G. Plummer,
 Annie J. Reed,
 Alice L. Reinhard,
 Lena M. Rendall,
 Florence H. Rich,
 Elizabeth M. Richardson,
 Rosanna L. Roek,
 Elizabeth A. Spaulding,
 Annie F. S. Stone,
 Ede F. Travis,
 Alice Tufts,
 Daisy E. Welch,
 Margaret M. Whalen,
 Annie M. Wilcox,
 Mary L. Williams,
 Edith C. Worcester,
 Mary T. Wright.

PUBLIC LATIN SCHOOL.

Walter F. Adams,
 Edward A. Baldwin,
 Josiah Bon,
 William A. Butler,

Edwin W. Carr,
 Robert P. Clarkson,
 John J. Coakley,
 Michael J. Cuddihy,
 Frank P. Dodge,
 James A. Dorsey,
 Frederick M. H. Dowd,
 Carl Dreyfus,
 Charles F. Eveleth,
 Daniel F. Field,
 Frank S. Frisbee,
 Joseph L. Gavin,
 Frederick Gillmore,
 William L. F. Gilman,
 Frank W. Grinnell,
 Theodore B. Hapgood,
 Harry F. Hartwell,
 Samuel N. Kent,
 Norris H. Laughton,
 George L. Lincoln,
 Evan W. D. Merrill,
 Frank W. Merriman,
 James E. Molloy,
 Carleton E. Noyes,
 Edward L. Perry,
 Charles D. Pieper,
 Austin M. Pinkham,
 James A. Quinn,
 Herbert A. Sleeper,
 Jerome C. Smith,
 Frederick S. Snow,
 Arthur P. Teele,
 Parker W. Whittemore,
 David P. Wilder,
 Alfred S. Williams,
 Lee W. Woolston,
 Herbert H. Yeames.

H. Isabelle Moore,
 Ethel W. Rogers,
 Esther L. Sanborn,
 Josephine L. Sanborn,
 Mabel Smith,
 Elizabeth R. Waite,
 Lucy W. Warren,
 Helen L. Wilder,
 May B. Willis.

BRIGHTON HIGH SCHOOL.

Boys.

John C. Brennan,
 Edward B. Burlingame,
 Harry B. Livermore,
 George E. Murphy,
 Henry C. Sanderson,
 Charles B. Wormelle.

Girls.

Gertrude M. Bent,
 Mary F. Callahan,
 M. Elizabeth Davis,
 M. Alberta Duncanson,
 Blanche B. Hampton,
 E. May Hastings,
 Margaret J. Kingston,
 Jennie B. Pattee,
 Beatrice I. Poole,
 Mabel L. Rhodes,
 Ethel Sanger,
 Mary G. Sawyer,
 Mary Shaw.

CHARLESTOWN HIGH
SCHOOL.

GIRLS' LATIN SCHOOL.

Abbie F. Brown,
 Sibyl Collar,
 Claire F. Hammond,
 Virginia Holbrook.

Boys.

Robert S. Brown,
 Alexander Henderson,
 Alfred V. Lincoln, Jr.,

James P. Maloney,
Daniel P. McCarthy,
Francis Moore, Jr.,
George F. Morangue,
Frank W. Sanderson.

Girls.

Lillian J. Carmichael,
Elizabeth F. Cotter,
Margaret V. T. Doherty,
Mabel B. LeFavor,
Bessie Z. Leonard,
Edith G. Mason,
Ellen V. McLam,
Rose A. McMahon,
Margaret A. Mernin,
Catharine C. O'Connell,
Grace A. Proctor,
Louise G. Smith,
Helen G. Stark,
Mattie C. Stone.

DORCHESTER HIGH SCHOOL.

Boys.

Edmund D. Barry,
George E. Breckenridge,
A. Warren Child,
Simon F. H. Curran,
Frederick T. Elliott,
Patrick J. Finnegan,
William L. Glover,
Henry L. Hall,
Joseph H. Hall,
Harry G. Hamlet,
William E. Hannan,
Frederick H. Hird,
Herbert G. Howe,
E. Lawrence Hurd,
Joseph H. McNabb,
John H. Mulhern,
Eugene T. Nolte,

Lawrence W. Nutley,
Alfred P. Rexford,
Frederick W. Swan.

Girls.

Mabel E. Bennett,
Susie J. Berigan,
Mary H. Burgess,
M. Lillian Cavanagh,
Alice J. Caverly,
Maude E. Colby,
Sadie T. DuRoss,
Mary L. Eddy,
Mabel C. Greenwood,
Agnes M. Hamlet,
Alice B. Hennessey,
Alice W. Jones,
Mary A. Malley,
Helen P. Margesson,
Mary F. McMorow,
Pearl E. Morgan,
Abbie J. Parker,
Alice B. Pike,
Katherine E. Reid,
Abigail A. Scannell,
Annie M. Smith,
Jennie M. Spencer,
Mary I. Temple,
Julia E. Twohey,
Margaret E. White,
Ruth B. Whittemore,
Nellie E. Young.

EAST BOSTON HIGH SCHOOL.

Boys.

Archibald R. Adams,
John A. Benson,
John J. Hartnett,
Frank L. Martin,
Osborne H. Pitcher,
John R. Sweeney,
Alfred E. Wellington.

Girls.

Ella F. Barnes,
 Lillian A. Bragdon,
 A. Cathrine Carstensen,
 Helen I. Doherty,
 Helen E. Edwards,
 Carrie E. Greenwood,
 Florence A. Greenwood,
 Alice M. Hayes,
 Elizabeth E. Morris,
 Elizabeth V. Morrison,
 Louise D. Nickerson,
 Florence B. Palmer,
 Blanche W. Sears.

ENGLISH HIGH SCHOOL.

THIRD-YEAR CLASS.

Louis A. Abbot,
 William H. Abbott, Jr.,
 Leslie G. Abell,
 Morton A. Aldrich,
 John L. Allen,
 Charles C. A. Ames,
 Malcolm H. Baker,
 Louis Barrant,
 Abram G. Berenson,
 Gustave A. Bleyle,
 Bliss P. Boultenhouse,
 Frederic H. Brown,
 John R. Bullard, Jr.,
 Justin W. Campbell,
 Charles C. Carpenter, Jr.,
 Dudley N. Carpenter,
 Frederick W. Carpenter,
 Francis E. Carter,
 John B. Chamberlin,
 Harry G. Chesley,
 Alexander L. Churchill,
 Sidney K. Clapp,
 William T. Cloney,
 Robert T. Coe,
 William H. Colgan,
 William M. Connell,
 George L. Cook,
 Frederick A. Costello,
 Thomas J. Coyne,
 William S. Cram,
 Joseph W. Cushing, Jr.,
 Arthur E. Cutler,
 James F. Daily,
 George W. Dakin,
 John P. H. Dame,
 Everett F. Damon,
 Nathan H. Daniels, Jr.,
 Harry E. Davidson,
 Lewis C. Dean,
 George Defren,
 Edward M. Devereaux,
 Judson C. Dickerman,
 Fred S. Douglass,
 William F. Ebbett,
 Charles H. Edmonds,
 John H. Edmonds,
 Fred R. Emery,
 Thomas E. Folger,
 William E. Foster,
 John D. French,
 Towneley T. French,
 Albert Friedman,
 Benjamin S. Frost,
 Edwin C. Fullonton,
 Ernest B. Gogin,
 Ira B. Goodrich,
 William H. Graves, Jr.,
 John S. Hall,
 LeForrest A. Hall, Jr.,
 William T. Hall,
 Ernest S. Hamblin,
 Arthur M. Hamlin,
 William P. Harrison,
 George W. Hayden,
 Albert F. Heald,
 Francis C. Hersey, Jr.,
 George Higgins,
 James F. Howarth,
 William P. Howe,

William W. Howell,
 John A. Hughes,
 George E. Hyde, Jr.,
 John N. Ives,
 John O. Johnson,
 Thomas J. Johnson,
 Allen C. Jones,
 Harry O. Jordan,
 Joseph Kalesky,
 Albert King,
 Ralph R. Lawrence,
 Arthur W. Learnard,
 George E. Learnard, Jr.,
 William G. Leary,
 Herbert S. Locke,
 Harry J. Louis,
 Moses S. Lourie,
 James H. Low,
 William H. Lowery,
 James F. Lucas, Jr.,
 Jacob Lyons,
 William F. Mahoney,
 Everett F. Mann,
 Walter R. Mansfield,
 John H. Marks, Jr.,
 Daniel McCarthy,
 James E. McLaughlin,
 Albert McLellan,
 Bernard J. McMorrow,
 John A. McRae,
 Ernest E. Mead,
 Charles A. Meserve,
 Charles H. Miller,
 Henry N. Moore,
 Edward W. Murphy,
 James J. Murphy,
 Henry E. Nelson,
 Howard Norton,
 Henry C. O'Brien,
 William D. Parker,
 William F. Patten,
 William Peyton,
 Richard Pope,
 Allan C. Prescott,

Warren E. Pressey,
 Frank H. Purington,
 John L. Putnam,
 Frederick F. Read,
 Frank A. Rice,
 Joseph Robbins,
 Joseph Rowe,
 Charles B. Royce,
 Arthur W. Sawyer,
 Clifford D. Sawyer,
 Henry C. Schormann,
 Louis C. Sears,
 Harold Selfridge,
 George F. Shepard, Jr.,
 Walter Sherwood,
 Charles F. Smith,
 Fitz H. Smith, Jr.,
 Fernald B. Spokesfield,
 Erving E. Stevens,
 Walter F. Stevens,
 Vernon F. Stockman,
 Guy W. Sturdivant,
 Cornelius T. Sullivan,
 Charles C. Taft,
 Charles A. Tracy,
 Ernest DeW. Wales,
 Charles E. Watson,
 Charles Weitz,
 Edmund F. Welch,
 Frank E. Wells,
 George B. Wendell,
 Albert W. White,
 Porter W. Whitmarsh,
 Frederick T. Williams,
 John O. Wilson,
 Horace P. Wood,
 Edwin H. Wright.

GIRLS' HIGH SCHOOL.

FOURTH-YEAR CLASS.

Alice E. Aldrich,
 Grace O. Allen,
 Lillian S. Allen,

Helen M. Atwood,
 Alice E. Barry,
 Henrietta F. Barton,
 Blanche A. Bemis,
 Ellen G. Bird,
 Selena A. Black,
 Lillian B. Blackmer,
 Edna L. Bourne,
 Katherine Boyd,
 Mary E. Branscombe,
 R. Elizabeth Browne,
 Amelia J. Burrill,
 Josephine H. Calef,
 Marguerite S. Clapp,
 Sarah E. Connelly,
 Rachel U. Cornwell,
 Elizabeth F. Curry,
 Charlotte K. Dodge,
 Mary A. Dolan,
 Christie M. Edmonds,
 Josie E. Evans,
 Gladys M. Faye,
 Hildegard Fick,
 Charlotte B. Fox,
 Nettie L. Gammell,
 Caroline A. Godbold,
 Florence A. Goodfellow,
 Alice Greene,
 Inez Haynes,
 Harriet B. Hight,
 Frances C. Hoadley,
 Ernestina Hoss,
 Edith H. Jones,
 Emily T. Kelleher,
 Mary G. Kelly,
 Jennie M. Lamont,
 Mary H. Lannon,
 Annie W. Leonard,
 Julia A. Logan,
 Katie M. Lynch,
 Madeline W. Mabray,
 Susie J. MacConnell,
 Annie E. Mahan,
 Grace S. Mansfield,

Josephine A. Martin,
 Louise E. Means,
 Elizabeth H. Miner,
 Mary E. Moran,
 Eva L. Morley,
 Grace W. Murphy,
 Mary F. Murphy,
 Annie E. Newell,
 Grace A. Park,
 Mabel P. Rice,
 Grace H. Smith,
 Mary A. Stock,
 Madaline P. Trask,
 Elsie L. Travis,
 Mabel K. Tucker,
 Martha P. M. Walker,
 Olive A. Wallis,
 Kate C. Wigg.

THIRD-YEAR CLASS.

Mabel F. Adams,
 Viola M. Allen,
 Jessie M. Anderson,
 Mabel A. Anderson,
 Addie L. Appleton,
 Mattie A. Ashton,
 Mabel E. Atkins,
 Eloise A. Barstow,
 Blanche M. Barton,
 Florence J. Bearse,
 Mary E. Boucher,
 Lucy M. Bruhn,
 Catherine F. Byrne,
 Carrie W. Carpenter,
 Sarah T. Chaffin,
 Helen L. Chandler,
 Alice B. Cherrington,
 M. Edna Cherrington,
 Mary E. Clapp,
 Lois W. Clarke,
 Clara E. Collins,
 Adelina M. Connell,
 Mary Cook,
 Josephine Crockett,

Elizabeth G. Crotty,
 Georgiana H. Curley,
 Esther G. Cushing,
 Elizabeth M. Daggett,
 Irene B. Dameron,
 Ethel J. Daymude,
 Grace M. Dennison,
 Mary L. Denon,
 Mary E. Derrick,
 Katherine F. Doherty,
 Margaret J. Doherty,
 Maude E. Downing,
 Elizabeth A. Driscoll,
 Ellen C. Driscoll,
 Florence L. Dunham,
 Jessie A. Eddy,
 Elsie L. Ewer,
 Bessie F. Fisher,
 Alice Fobes,
 Alice G. Ford,
 Grace L. Foster,
 Fannie Fox,
 Josephine P. Fuller,
 Anna M. Gardner,
 Theodora C. Goodrich,
 Florence E. Griffith,
 Grace A. Hallett,
 Jessie K. Hampton,
 Maude C. Hartnett,
 Mary E. Healey,
 Zaidee A. Hedges,
 Lillian M. Hobbs,
 Almeda A. Holmes,
 Charlotte K. Holmes,
 Evelyn M. Howe,
 Sarah A. James,
 Jessie L. Johnson,
 Susie F. Jordan,
 Evaleen E. Kelley,
 Emily L. Kenney,
 Ella M. Kenniff,
 Mary E. Kiley,
 Louise M. C. Knappe,
 Winnetta Lamson,

Mabel E. Latta,
 Helen D. Leighton,
 Minnie E. Little,
 A. Isabelle Macarthy,
 Josephine J. Mahoney,
 Evangeline E. McCarthy,
 Annie F. McGillicuddy,
 Katherine J. McMahan,
 Henrietta T. Merry,
 Annie E. Mitchell,
 Mary A. Mitchell,
 Anna G. Morrison,
 Mary G. Morrissey,
 C. Edith Moulton,
 Julia M. Murphy,
 Mary F. Murphy,
 C. Frances Murray,
 Bertha D. Newcombe,
 Mary O'Connell,
 Bertha A. Peppard,
 Katharine H. Perry,
 Edith L. Phelan,
 Stella Pickert,
 Mary F. Quinn,
 Mabel F. Roberts,
 Miriam Rosenfeld,
 Nellie G. Shannon,
 Helen M. F. Shaw,
 Grace E. Skelton,
 Bertha W. Smart,
 Josephine L. Smith,
 Teresa M. Sullivan,
 Sally Viles,
 Florence A. Webb,
 Mary A. Whalen,
 Ethel M. Wheeler,
 Estelle M. Williams,
 Mary H. Winsor,
 Florence A. Wood.

ROXBURY HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boy.

Charles E. Glover.

Girls.

Georgiana F. Adams,
 May H. Chapman,
 Mary E. Clapp,
 Evangeline Clark,
 Amelia S. Duncan,
 Edith S. Emery,
 Florence A. Fitzsimmons,
 Lottie H. Gage,
 Grace Hall,
 Kittie O'Brien,
 Cora K. Pierce,
 Mabel G. Smith,
 Mamie Tower.

THIRD-YEAR CLASS.

Boys.

George W. Abele,
 Charles M. Adams,
 G. Herbert Brazer,
 John G. Cleary,
 Baylis M. Dawson,
 W. E. Spencer Deming,
 James V. Doherty,
 Harry L. Friend,
 Albert Geiger, Jr.,
 Joseph V. Godfrey,
 James R. Gormley,
 Peter J. Green,
 L. Edward Hadley,
 Percival S. Hatch,
 William J. Holloway,
 Gideon S. Holmes,
 Irving B. Howe,
 Albert W. Kaffenberg,
 Charles E. Littlefield,
 Carl H. Litzelman,
 John A. McCarthy,
 William B. Miley,
 Alvin E. Montgomery,
 Frederick E. Richmond,
 Fred N. Russell,
 Walter B. Russell,

William M. Russell,
 Walter F. Spinney,
 Ernest A. Washburn,
 William J. Weigman,
 Richard Weil,
 Langley W. Wiggin.

Girls.

Abbie G. Abbott,
 Fanny W. Bacon,
 Edith Blomberg,
 Josephine E. Bowditch,
 Gertrude F. Briggs,
 Florence M. Brown,
 Minnie F. Brown,
 Sadie A. Burgess,
 Maud L. Chamberlain,
 Frances G. Cleary,
 Helen S. Conley,
 Louise M. Cottle,
 Katherine Dahl,
 E. Marion Devlin,
 Linda A. Ekman,
 Mary J. Fitzsimmons,
 Minnie E. Goulding,
 Cora E. Hogan,
 Mabel A. Jenkins,
 Cecelia G. Kendricken,
 Jane D. Kenyon,
 Maud Lawrence,
 Ellen M. Lewis,
 Mary E. Lynch,
 Mary V. Macomber,
 Charlotte McKinney,
 Helen P. Moore,
 Orphise A. Morand,
 Mabelle L. Moses,
 Pauline Nelson,
 Mabel S. O'Brien,
 Maude I. Parcher,
 Maude A. Poore,
 Rosa A. Sampson,
 Mabel H. Thomas,
 Edna H. Trask,
 Myra E. Wilson.

WEST ROXBURY HIGH
SCHOOL.*Boys.*

E. Benjamin May,
James L. Mosman,
Paul L. Naber,
Francis W. Robinson,
Charles B. Wetherbee,
Henry A. Withington,
Roland C. Withington.

Girls.

Etta M. Adams,
H. Marion Allen,
Mary W. Capen,
Eva A. Carter,
Annie M. Dickie,
Mabel S. Dorr,
Carrie W. Fernald,
Alice C. Haskell,
Mary G. Hudson,
Winifred H. Hughes,
Amy H. Jones,
Marion Lewis,
Marion L. Lewis,
Mabel Marsh,
Frances V. McCormack,
Mary A. M. Papineau,
Martha O. Ramsay,
Elizabeth S. Sargent,
Mary S. Serex,
Bessie Snow,
Edith G. Spear,
Cordelia M. Whittier,
Winifred Williams.

ADAMS SCHOOL.

Boys.

William B. Bolan,
Henry Brandt,
Dennis J. Casey,
Joseph E. Greer,

William F. Heldt, Jr.,
William H. Hickey,
John A. Johnson,
Timothy W. Kelley,
Arthur C. Kingston,
Charles E. Lyons, Jr.,
Antonio E. Martin,
John H. Moran,
Francis Smith,
John F. Sullivan,
Edward Y. A. Toomey,
William E. Welling,
Alexander Whiteford.

Girls.

Lillie D. Bloomfield,
Ida M. Cowley,
Nettie E. Foster,
Miriam L. Fowle,
Helen G. Hamilton,
Mattie M. Hofmann,
Sarah J. Law,
Grace H. Marcman,
Paula L. Meyer,
Mary C. Petri,
Carrie E. Walker.

AGASSIZ SCHOOL.

Boys.

Lloyd E. Allen,
Clayton A. Boylen,
Robert G. Brautigam,
Charles H. Capen,
Edward D. Cassin,
Curtis Chipman,
Frank J. Connolly,
Robert M. Currier,
John Dorr, Jr.,
Frank P. Dudley,
William J. Flynn,
Martin L. Godvin,
Edward W. Gormley,
Charles Graumann, Jr.,

George M. Haskins,
 John T. Kehoe,
 William H. Kraus,
 Clement R. Lamson,
 Arthur W. May,
 John M. McMahon,
 Frank P. Meehan,
 Ernest J. H. Melling,
 Thomas F. Minton,
 Julius E. Nolte,
 Frederick W. Notman,
 Joseph O'Connell,
 R. Winthrop Pratt, Jr.,
 Joseph W. Sargent,
 H. Walter Stephenson,
 Frederick A. Tirrell,
 Joseph J. Vogel,
 Frank C. Withington.

ALLSTON SCHOOL.

Boys.

Thomas A. Ashley,
 George U. Bauer,
 William D. Bent,
 Bartholomew J. Bresnahan,
 Winslow Brown,
 Arthur S. Bryant,
 Herbert N. Cheney,
 Harold L. Day,
 John P. Dolan,
 George A. England,
 William T. Ferris,
 Francis P. Garvin,
 William T. Henderson,
 Harry C. Higgins,
 William P. Kelly,
 John Kingston,
 James T. Knowles,
 John F. McDermott,
 William A. McKenney,
 Frederick G. Moore,
 Walter Moreland,
 William E. Moreland,

Joseph L. Muldoon,
 Thomas F. Nelligan,
 Harry I. Norton,
 Dawson B. Parker,
 George H. Quigley,
 Emery Rice,
 Arthur H. Sawyer,
 Louis G. Schalk,
 John J. Welch,
 Andrew S. Wentworth,
 Dana H. White,
 Thomas L. Wiles,
 Orville P. Williams.

Girls.

Effie B. Armstrong,
 Ida G. Arnold,
 Constance Ashenden,
 Inez M. Atwood,
 Grace E. Babenuf,
 E. Mabel Baldwin,
 Alice C. Bemis,
 Emilie F. Berwick,
 Mabel C. Bonsquet,
 C. Louise Brown,
 Kathleen S. Cashman,
 Mabel J. Clark,
 Ella H. Cooper,
 Mary E. Cummins,
 Agnes V. Farrell,
 Celia A. Finnegan,
 Minnie G. Flynn,
 Olive T. Garritt,
 Ethelwin A. Gould,
 Emma M. Gusch,
 Helen G. Hartshorne,
 Blanche D. Kendall,
 Pauline Klucken,
 Sadie M. Larkin,
 Margaret C. Littlefield,
 Jennie A. Ludgate,
 Mabel Marston,
 Agnes T. McKenney,
 Sadie A. Morrison.

Katherine G. Murphy,
 Jessie M. Newcomb,
 Grace M. Parker,
 Mabel G. Perry,
 Sadie L. Pillow,
 Annie M. Shapleigh,
 Susie I. Shepard,
 Emily F. Small,
 Agnes M. Smith,
 Theresa M. Stevenson,
 Flora M. Sykes,
 Inez C. Terry,
 Zuba L. Veazie,
 Caroline Weitz,
 Katherine A. Welch,
 Julia E. White,
 Gertrude M. Woodbury.

BENNETT SCHOOL.

Boys.

Charles E. Bright,
 Daniel A. Coakley,
 James L. Connors,
 Patrick S. Cronin,
 Michael H. Cullen,
 John J. Finnegan,
 Gustaf E. Johnson,
 John W. Johnson,
 James F. Kelly,
 John H. Kelly,
 Thomas J. Kelly,
 James B. Lynch,
 Gardner Maddern,
 William T. Maddern,
 James E. McGue,
 Hawley W. Morton,
 Thomas W. Murray,
 Xavier B. Parsons,
 Thomas J. Ryan,
 Harry H. Seabury,
 Lewis R. Whitaker,
 Arthur B. White,
 Edward J. Williams

Girls.

Blanche A. Baxter,
 Mary A. Brennan,
 Annie E. Brogie,
 Edith M. Burlingame,
 Mary L. Connors,
 M. Louise Cufflin,
 Mary A. Curley,
 Catherine Davis,
 Nannie G. Deering,
 Margaret K. Flynn,
 Clara L. Gardner,
 Eva L. Goodenough,
 Cora A. Heath,
 Mary E. Hughes,
 P. Estelle Marshall,
 Mary E. McConnell,
 Carrie L. Monroe,
 Lillian M. Monroe,
 Fannie B. Sanderson,
 Mary A. Scully,
 Nellie R. Scully,
 Annie V. Tobin,
 Katherine F. Wood.

BIGELOW SCHOOL.

Boys.

Henry S. Banfield,
 Arthur F. Bernhard,
 Joseph V. Birmingham,
 Irving L. Bradford,
 Robert E. Brearton,
 John B. Carroll,
 Herbert F. Carter,
 Joseph A. Cavanagh,
 Robert D. Cherry,
 James F. Clapp,
 Earle M. Clough,
 John J. Coffey,
 Arthur H. Davison,
 John B. Doyle,
 Franklin A. Ferguson,
 Francis J. Field,

Joseph J. Gearin,
 Fred A. Greene,
 Elwin M. Ham,
 Herbert S. Harrison,
 James E. Hemsworth,
 Edward T. Lambert,
 Fred S. Mann,
 Gilbert T. Manson,
 Frank G. McGinnis,
 Henry J. Megann,
 John H. Murphy,
 Patrick T. O'Hearn,
 J. Harry O'Neil,
 George A. Orchard,
 Alexander A. Peterson,
 Frank E. Queeney,
 Patrick F. Quinn,
 Norman S. Sprague,
 Elisha Thayer,
 Francis J. Walsh,
 John J. Welsh.

BOWDOITCH SCHOOL.

Girls.

Annetta B. Cameron,
 Hattie T. Coe,
 Caroline Z. Crispin,
 Mary C. Dolan,
 Charlotte H. Dyer,
 Frances L. Ellis,
 Mary T. M. Gibson,
 Mabel Gist,
 Marion C. Goodnow,
 Nellie I. Harrington,
 Ida B. Henderson,
 Georgia M. Holton,
 Elizabeth F. Kelly,
 Mary C. Lenzi,
 Zella V. Lovely,
 Mary C. F. Lydon,
 Ellen E. Magee,
 Annie K. Mais,
 Elise S. Malsch,

Elizabeth A. McCormick,
 M. Elizabeth McGuire,
 Alice M. Meehan,
 Lillian Morse,
 Mabel V. Mulrey,
 Annie L. Murphy,
 Mabel W. Nelson,
 Marion E. Poole,
 Angeline B. Pope,
 Emma S. Rogers,
 Mary Scollard,
 Eva H. Simmons,
 Eliza B. Stowell,
 Mary W. Warren,
 Catherine Weld,
 Rosamond Williams.

BOWDOIN SCHOOL.

Girls.

Caroline D. Adams,
 Harriet E. Bonds,
 Ruth W. Bursley,
 Sarah A. Clarke,
 Mary E. Doyle,
 Mary A. Flint,
 Rebecca Gilbert,
 Susan F. Greene,
 Harriet E. Hagerty,
 Grace Hodges,
 Annie L. Holden,
 Grace G. Johnson,
 Willimena C. Johnson,
 Inez G. Jones,
 Isabel F. Luke,
 Notta L. McClenney,
 Christine McDonald,
 Ellen McGillicuddy,
 Genevieve F. Meyers,
 Harriet V. Murdock,
 Catherine F. O'Brien,
 Margaret J. O'Brien,
 Edith G. Parker,
 Helen M. Perry,

Leonora S. A. Pitcher,
 Sarah E. Potter,
 Blanche C. Proctor,
 Wilhelmina F. Ring,
 Julia A. Robinson,
 Maud E. Rourke,
 Marianne Seannell,
 Caroline M. Selden,
 Eleanora A. Smith,
 Gertrude L. Willis.

BRIMMER SCHOOL.

Boys.

Winthrop Bacon,
 Arno A. Bittues,
 Irving H. Chamberlin,
 Edwin F. Churchill,
 Isador H. Coriat,
 Walter P. Cunningham,
 Charles H. Daley,
 William F. Derry,
 Henry Fischer,
 Adolph Flister,
 William F. Hanafin,
 David Hastie, Jr.,
 Thomas F. Hennessey,
 Ralph S. Higgins,
 Gustave H. Kalbskopf,
 Wendell P. Keene,
 Carl H. Limmer,
 William P. Limmer,
 Hugo O. Lips,
 James W. Martin,
 William A. Mitchell,
 Michael J. Murphy,
 John J. O'Connor,
 Oscar A. Pendleton,
 Ludvig T. Petersen,
 Francis C. Prince,
 William Rosnosky,
 John A. Scanlan,
 Frank J. Scully,
 James C. Stewart,

John J. Talbot,
 John A. Whitechurch,
 Walter T. Wingfield.

BUNKER HILL SCHOOL.

Boys.

William B. Bigelow,
 John F. Blamy,
 Charles W. Bourne,
 Charles B. Brown,
 Edmund D. Fitzpatrick,
 John D. Flynn,
 Edward W. Hannon,
 Henry J. Harding,
 George T. Harlow,
 John H. Killilea,
 Harold M. Kneeland,
 Robert L. Leahy,
 John F. Leonard,
 Joseph C. Stammers.

Girls.

Violet A. V. Bowman,
 Gertrude E. Brassell,
 Nora J. Brown,
 Mary L. Campbell,
 Annie E. Clifford,
 Mary F. Collins,
 Lorinthia M. Cookson,
 Mary F. Cullen,
 Minnie A. Daniels,
 Elizabeth A. Edson,
 Lillian M. Eldridge,
 Helen E. Harrington,
 Ida G. King,
 Sarah J. Mackin,
 Mary E. Maroney,
 Theresa G. McCusker,
 Ida L. McLaughlin,
 Marguerite M. McLean,
 Elizabeth Monahan,
 Emma J. Morrill,
 Mary F. Murdock,

Fannie L. Murray,
Ida R. Nickerson,
Phoebe G. O'Donnell,
Annie M. Pestell,
Abby E. Piper,
Josephine M. Riley,
Mary A. Shea,
Edith A. Stevens,
Jane M. Ward,
Grace I. Warren,
Josie F. Woodbury,
Carrie S. Wyman.

CHAPMAN SCHOOL.

Boys.

Donald N. Alexander,
George W. Baker,
James R. Bowden,
Oscar O. Bucknam,
Arthur P. Cottle,
Louis A. Cottle,
Frank E. Doherty,
Everett C. Emery,
James L. Estey,
William Gardner,
John F. Glynn,
Charles H. Godbold,
Wesley A. Gove,
Edwin W. Graves,
Elliott D. Hansen,
Charles E. Horton,
Michael E. Keating,
Charles S. Kenrick,
George A. Kiscoek,
Charles D. G. Mack,
Frank P. Magee,
Frank H. Maine,
Fred I. Maxwell,
Edgar I. L. McKie,
G. Fred Ordway,
Frank C. Pike,
Walter W. Slade,
Roseoe B. Whitten.

Girls.

Annie R. Bonnell,
Bertha M. Briggs,
Mary L. Brooks,
Marie C. Brown,
Virgilyn A. Donnell,
Ellie M. Douglass,
Ada H. Fletcher,
Charlotte A. Fraser,
F. Gertrude Gilmore,
Emma E. Greenwood,
Sybil M. Grimes,
Mabel F. Hosea,
Katherine E. Ivers,
Eva T. Kellough,
Laura M. Kenison,
M. Ursula Magrath,
Maud B. Marshall,
Ella A. McClench,
M. Grace McDougall,
Grace E. Small,
H. Jennie Smith,
Dora B. Sprague,
Ella A. Tait.

CHARLES SUMNER SCHOOL.

Boys.

Frank A. Anderson,
John F. Anthony,
Herbert L. Chenery,
Frederick H. Doell,
Frederick K. Dyer,
Franklin M. C. Fowler,
Walter A. Hallstrom,
Benjamin F. Hatch,
Frederick C. Hersee,
Bliss Knapp,
Thomas E. Lally,
William T. Landrey,
John F. Lennon,
Frank A. Lynch,
Harry S. R. McCurdy.

George A. Morse,
 Reuben A. M. Olsson,
 Silas F. Poole,
 Charles G. Sessler,
 John H. Volk,
 George W. Watson.

Girls.

Elizabeth Blackwood,
 Lena E. Bronson,
 Mary F. Buckley,
 Jennie E. Chellman,
 Helen F. Colburn,
 Ellen G. Corliss,
 J. Isabel Curtis,
 Albertha T. Hedger,
 Ellen R. Knox,
 Theresa J. Landrey,
 Czarina P. Littlefield,
 Alice A. McIntyre,
 Elizabeth G. Prince,
 Laura Sowdon,
 Eva R. Thayer,
 Laura E. Thompson,
 Clara J. Wagner,
 Clara G. Young.

COMINS SCHOOL.

Boys.

Fred Hanley,
 Francis C. Kelley,
 Edward I. Kitson,
 William P. Leonard,
 Daniel F. Mack,
 John McKey,
 Edwin W. Mills,
 John Moore,
 Michael O'Driscoll,
 David M. Owens,
 Maurice J. Sullivan,
 Edward A. Thomas,
 Hollis O. Thomas,
 Edward N. Turner,
 Thomas J. Watson.

Girls.

Bertha D. Albrecht,
 Anna S. Basford,
 Annie G. Colahan,
 Ida G. Coppenrath,
 Mary J. Curwen,
 Elizabeth L. Daley,
 Margaret C. Dolan,
 Helen A. Donovan,
 Miriam Gordon,
 Helen F. Hassett,
 Christina E. Kitson,
 Mary T. Luppold,
 Ellen E. McCullough,
 Mary J. McInness,
 Rebecca L. Mooney,
 Jessie M. Morrill,
 Ida M. Mulder,
 May R. O'Connor,
 Jennie T. O'Neil,
 Marion L. O'Neil,
 Katharine E. Owens,
 Helen Reed,
 Bella Ribbs,
 Lillian M. Sheehan,
 Sarah E. Tenney,
 Florence T. Wanders,
 Helen S. Wort.

DEARBORN SCHOOL.

Boys.

Samuel A. Blair,
 Richard J. Burton,
 G. Franklin Cobb,
 Benjamin Edwards,
 Frank J. Gallagher,
 Hugh D. Gillis,
 Robert M. Hill,
 William A. Jewett,
 Joseph H. Kuhns,
 Joseph P. Loughman,
 Cornelius F. Malley,
 Louis McInnis,

J. Henry Steele,
John F. Sweeney,
John A. Ward.

Girls.

Ada M. Andrews,
Mabel B. Atwood,
Grace E. Aull,
Lizzie A. Beals,
Mary F. Beals,
Emmaline E. Bedard,
Maud G. Blood,
A. Teresa Cotter,
Mary J. Dennis,
Katherine V. Donlan,
Carrie Eichorn,
Mabel S. Franklin,
Ella F. Gately,
L. Gertrude Gerry,
Carrie M. Goulding,
Josephine Hammond,
Annie S. Irvin,
Alice F. Keegan,
Martha J. Keegan,
Maud E. Kemmeson,
Emma L. Martin,
Mary E. Murphy,
Mary F. O'Brien,
Anna H. Prentiss,
Annie R. Reddish,
Charlotte C. Reinbold,
Bertha A. Simmon,
Eleanor F. Somerby,
Leah F. Sprague,
Lena A. Vose,
Olive F. Wilde,
Mattie J. Woodsom.

DILLAWAY SCHOOL.

Girls.

Gertrude M. Ball,
Grace M. Bampton,
Blanche E. Boynton,
Theresa C. Brennan,
Edith J. Brown,

Josephine M. Bryant,
Josephine E. Chase,
Louise G. Cheever,
Mary A. Clemons,
Bessie M. Colby,
Gertrude A. Cutten,
Annie W. Davis,
Mercie R. L. Dean,
Caroline Edmonds,
Elizabeth F. Flannery,
Gertrude M. Fleming,
Mabel E. Gibson,
Grace R. Goodrich,
Margaret L. Grady,
Martha A. Hanscom,
Jennie B. Howe,
Adah C. Hussey,
Anna A. Jones,
Cora B. Jones,
Martha J. Lavey,
Mary C. Lehr,
Harriet E. Manchester,
Anastasia M. Meagher,
Eva M. Morse,
Susan J. Murray,
Clara L. Newman,
Gertrude F. Newman,
Anna F. Nolan,
Susie Paddleford,
Elizabeth C. Saul,
Blanche E. Sawtelle,
Katharine E. Sawyer,
Emma L. Schumacher,
Kate M. Seaver,
Jane A. Simnett,
Carrie M. Smallhoff,
Etta F. Smith,
Elizabeth F. Tucker,
Amie L. Williams.

DUDLEY SCHOOL.

Boys.

Clarence A. Abele,
Henry S. Aiken,

William C. Barry,
 Osgood Bourne,
 Francis H. Braey,
 Thomas F. Breen,
 George W. Brooker, Jr.,
 David L. Brooks,
 Frank H. Byrne,
 Harry P. Chadwick,
 James Driscoll,
 David W. Fallon,
 John H. L. Flood,
 Martin F. Gaddis,
 William M. Gaddis,
 Harry Gebhard,
 Alfred W. Godfrey,
 Francis A. Good,
 Charles R. Greenlaw,
 Dennis J. Kelley,
 William J. Kilduff,
 George A. S. Lemke,
 Frank J. Libby,
 William H. Libby,
 John H. Logue,
 George W. Lord,
 Michael A. Luby,
 Francis J. Maloy,
 Robert E. Mellyn,
 Thomas F. Page,
 Louis S. Pelletier,
 Charles H. Price,
 Louis B. Raycroft,
 John Reid,
 Charles E. Robinson,
 Leon H. Rosemere,
 Reinhold Ruelburg,
 John Serle,
 Oscar H. Simmons,
 Robert W. Stanley,
 G. Roy Starkey,
 George M. Stevens,
 Robert A. Stuke,
 Charles H. H. Thayer,
 Edward J. Whitmarsh,
 George W. Wise.

DWIGHT SCHOOL.

Boys.

Waldo Allen,
 William H. Allen, Jr.,
 David Bamber,
 Henry A. Bragg,
 James E. Brown,
 Frederick A. Campbell,
 Philip Cohen,
 Frederick W. Colby,
 Melville R. Corthell,
 Albert H. Cousins,
 Hugh G. Curran,
 Joseph G. Curry,
 Arthur J. Cutter,
 John F. Dinand,
 Frank J. Driscoll,
 Henry N. Dunbar,
 Henry E. Eichler,
 Neil J. Gibbons,
 Frank B. Goudey,
 Joseph Green,
 Robert T. Hathaway,
 James Heggie,
 Joseph L. Hern,
 Guy T. Heywood,
 David W. Hirschberg,
 Herbert A. Jones,
 Irvin H. Kaufman,
 Herbert Lane,
 Alfred C. Langlois,
 Robert E. Lee,
 George L. Littauer,
 Osmond E. Lowery,
 Joseph L. Mara,
 John H. McGrady, Jr.,
 William H. McQuaid,
 Ralph W. Menard,
 George E. Morrill,
 Guy H. Nason,
 Charles A. O'Brien,
 James D. Rough,
 Dennis D. Ruddy,

George K. Saville, Jr.,
 Eugene M. Schwarzenberg,
 Alfonso J. Sheafe,
 Alonso M. Sheafe,
 Vernon C. Smith,
 Harry A. Stone,
 Joseph L. Sullivan,
 Joseph P. Walsh,
 Edward L. Ward,
 George A. Warren,
 Sidney E. Williams.

EDWARD EVERETT SCHOOL.

Boys.

Vinton P. Bangs,
 Winfield E. Berry,
 Albert L. Darling,
 T. Joseph Hayes,
 Joseph M. Hehir,
 David S. Hill,
 Michael F. Hynes,
 Joseph E. Jobling,
 Henry C. Kingman,
 W. Roderick MacKenzie,
 Timothy J. McCarthy,
 George G. Parlee,
 Herbert L. Patterson,
 John E. Scott,
 Thomas H. Smith,
 Gardner E. Thayer,
 Warren G. Veazie,
 J. Percy Whipple,
 Charles E. White,
 Robert F. Wilkins,
 William C. Willett.

Girls.

Mary O. Baker,
 A. Louise Barlow,
 Lilian F. Bolen,
 Carrie M. Bramhall,
 Bertha E. Converse,
 Eunice A. Diver,

Emily M. Earle,
 Annie M. Farrell,
 Annie L. Gillespie,
 Mary F. Hewins,
 M. Loretta Lynch,
 Josephine F. Murray,
 Nellie F. Murtfeldt,
 M. Nellie Peters,
 Florence M. Plumley,
 Mariella W. Roberts,
 Marie A. Soyard,
 Elizabeth M. Stiekney,
 Elizabeth F. Swanton,
 Florence M. Treanor,
 Ella B. Wells,
 Ida M. Wherty,
 Mary E. Wilder,
 Florence M. Wood.

ELIOT SCHOOL.

Boys.

William T. Austin,
 George W. Barnard,
 Thomas R. Bateman,
 Thomas B. G. Bird,
 Carl F. Bode,
 Edmund A. Burke,
 Terrence F. Burns,
 Jeremiah E. Carey,
 Thomas F. Carey,
 Louis Cohen,
 William Cunio,
 James P. Dagnan,
 James F. DeCastro,
 James B. Driscoll,
 William H. Driscoll,
 Joseph H. Egan,
 James A. English,
 Joseph F. Finn,
 Simon Fleischer,
 David Franklin,
 Richard Freedman,
 John B. Gildea,

John J. Grant,
 Michael J. Griffin,
 William C. Griffin,
 John L. Harron,
 Charles W. Hutchinson,
 Edward F. Johnson,
 Herbert W. Jones,
 Frank J. Lagorio,
 Michael E. Leen,
 Thomas A. Magee,
 William F. Mahoney,
 John J. McDonald,
 Joseph Mellroy,
 John J. McKenna,
 James A. McMurry,
 William A. Moore,
 Patrick J. O'Brien,
 David J. O'Connor,
 Joseph A. Peterson,
 John A. Rogers,
 John D. Rohan,
 John Ronfille,
 George A. Scigliano,
 Morris Tarlinski.

EMERSON SCHOOL.

Boys.

John A. Brant,
 William W. Brooks,
 Arthur F. Butler,
 George I. Copp,
 Eugene Cronin,
 Eugene T. Cudworth,
 John P. Cushman,
 James Davis,
 Lemuel R. Gallagher,
 George B. Hicks,
 Matthew T. Hoey,
 Louis F. Lambert, Jr.,
 Charles J. Luppold,
 William Luppold,
 Frederick W. Mansfield,
 Lorenzo W. McCallum,

Samuel C. Murphy,
 George W. Smith,
 John J. Smith,
 Mark A. Whitehead,
 James F. Younie.

Girls.

Josephene Atwood,
 Grace M. Bourne,
 Marian W. Brackett,
 Florence E. Burt,
 Jennie A. Cook,
 Geneva B. Davidson,
 Emily C. Drowne,
 Ella F. Erskine,
 Mary H. Fitzpatrick,
 Rachel L. Ford,
 Blanche A. Gibson,
 Melvina B. Hatt,
 Laura Jackson,
 Agnes C. Macdonald,
 Elizabeth M. Oxenham,
 Harriet A. Porter,
 Lillie M. Randolph,
 Deborah G. Sampson,
 Isabel W. Smith,
 Florence M. Snow,
 Nina J. Soule,
 Winifred L. M. Spinney,
 Maude E. Stubbs,
 May B. Taylor.

EVERETT SCHOOL.

Girls.

May N. Abbott,
 Ellen M. Andrews,
 Ina Barclay,
 Laura Basch,
 Mary A. Bickford,
 Florence M. Blair,
 Florence C. Breed,
 Annie E. Brooks.

Charlotte M. Brown,
 Fannie Campbell,
 Catherine F. Casey,
 Hattie G. Chadbourne,
 Bertha M. Chamberlin,
 Ella A. Chapman,
 Edith M. Clarke,
 Mary A. Cliff,
 M. Allie Coles,
 J. Maud Corthell,
 Ella J. Costello,
 Mary A. Dowling,
 Estelle Dreyfus,
 Gertrude F. Duston,
 Florence J. Emery,
 Kathie H. Emery,
 Edith Everett,
 Elizabeth Farnsworth,
 Lilian G. Farrar,
 Mary E. Fitzgerald,
 E. Leone Gruber,
 Mary C. Harrington,
 Jennie E. Haynes,
 Dora I. Heffernan,
 Jennie L. Hern,
 Edith M. Herrick,
 Ellen C. Hoagland,
 Ida F. Horton,
 Florence A. Hurford,
 Edith A. Kelly,
 Gertrude M. Kimball,
 Maude B. Kimball,
 Anna D. Kleh,
 Wilhelmina A. Klein,
 Matilda Levi,
 Helen M. Litchfield,
 Grace E. Loud,
 May Lovelace,
 Lillie M. B. Macintosh,
 Sarah S. Marden,
 Maude A. Marsh,
 Mary G. McCarthy,
 Elizabeth R. McCullough,
 Carrie B. Mooers.

Annie C. Murphy,
 M. Theresa Murphy,
 Minnie E. Nerney,
 Mary E. O'Brien,
 Minnie I. O'Connor,
 Sarah A. O'Lalor,
 Adeline F. Olmsted,
 Bertha Poland,
 Marguerite J. Quinn,
 Hannah A. Ruddy,
 Emma B. Sargent,
 Claire E. Schayer,
 Rose P. Shanley,
 Bessie A. Simpson,
 Bertha M. Smith,
 Lucy M. Spinney,
 Margaret E. Sproul,
 Jennie L. Stackpole,
 Addie M. Starrett,
 Caroline M. Walker,
 Pauline Widrich,
 Augusta M. Wood,
 Alice Woodvine.

FRANKLIN SCHOOL.

Girls.

Gertrude M. Abbot,
 Martha W. Arris,
 Mabel R. Austin,
 Maud A. Brigham,
 Elizabeth Canning,
 Alice B. Clayton,
 Mary G. Connelly,
 Mary T. Cusick,
 Ida May Dalton,
 Nellie G. Dunn,
 Grace M. Dyer,
 Grace M. Finn,
 Grace E. Fisher,
 Annie L. Flanagan,
 Mary A. Flanagan,
 Nellie I. Fox,
 Laura J. Fullerton,

Florence I. Galbraith,
 Fanny A. Goell,
 Mary T. Guell,
 Harriet L. Hayden,
 Gertrude L. Hill,
 Martha E. Hill,
 Mary B. Hopkins,
 Clara M. Hovey,
 Mary A. Hughes,
 Agnes G. Hurley,
 Edith M. Jenness,
 Mary E. V. Kelly,
 Annie R. King,
 Alice E. Lawrence,
 Grace E. Learned,
 Mary F. Lorden,
 Gertrude M. Mansfield,
 Mary A. Maspero,
 Bessie McBride,
 Millie R. McCabe,
 Nellie McDaid,
 Mary E. McGrath,
 Ruth B. Mork,
 Gertrude A. Murray,
 Elizabeth F. Phillips,
 Lena Prescott,
 Gertrude F. Quinlan,
 Annie Sanger,
 Carrie P. Shattuck,
 Alexandria J. Shepherd,
 Dora H. Smith,
 E. Grace Smith,
 Jennie A. Smith,
 Eva E. Strout,
 Mary A. Sullivan,
 Jennie M. Thurlow,
 Ella J. Vinal,
 Fannie B. Walsh,
 Rose Weinberg,
 Grace G. Wood.

FROTHINGHAM SCHOOL.

Boys.

Ernest S. Buxton,

Francis J. Doherty,
 Frederick B. Dolan,
 James F. Fleming,
 Thomas S. Gill,
 Frederick J. Goodson,
 Charles Horrigan,
 Bernard Hurley,
 John F. Koen.
 William H. J. Lowney,
 Daniel L. Mahoney,
 Timothy F. Mahoney,
 James McAuley,
 Edward J. McCaffrey,
 Robert B. McKelvey,
 John F. Minahan,
 Edward G. O'Hara,
 John F. Turney,
 Jeremiah F. Welsh.

Girls.

Susie A. Allen,
 M. Isabella Creed,
 Theresa A. Crimmen,
 Katherine A. Daly,
 Sarah J. Durgin,
 Louise M. FitzGerald,
 Mary W. Fitzpatrick,
 Caroline F. Gilmartin,
 Josephine C. Griffin,
 Madeline G. Hichborn,
 Lucy M. Hobbs,
 Emma R. Jameson,
 Mary E. Lynch,
 Agnes F. Maguire,
 Helena M. Maguire,
 Etta J. McAulay,
 Ellen A. McCabe,
 Ellen E. McCoy,
 Catherine McCusker,
 Ella Murphy,
 Delia M. Ney,
 Mary A. O'Keeffe,
 Edith F. Rankin,
 Ellen L. Sheehan,

Bessie H. Stark,
Rose M. Stevens.

GASTON SCHOOL.

Girls.

Margaret G. Ahern,
Margaret E. Banagan,
Evangeline F. Barry,
Mabel Borden,
Odie G. Bresnahan,
Agnes H. Brown,
F. Eva Bryan,
Mary V. Callahan,
Euphemia G. Cronin,
Mignonette C. Daly,
Abbie M. Evans,
Blanche R. Fillebrown,
Alice E. French,
Maud L. Fuller,
Dora E. Graves,
Maud I. Hamilton,
Angelia L. Jordan,
Mary O. Joy,
Louise J. Karsick,
Ella A. Kearns,
Alice A. Keen,
Louie E. Kelly,
Katharine Laforme,
Mary F. Lane,
Fannie B. Lincoln,
Grace J. Little,
Clara Lowery,
Martha P. Luther,
Mabel R. Marston,
Ellen G. Martinolich,
Sarah A. McAvoy,
Juliana McCue,
Blantine R. McNeil,
Annie B. Merrill,
Fannie Milligan,
Eva M. Milner,
A. Ethel S. Murray,
Ellen M. Norris,
Ethel M. Power,

Amelia M. Reid,
Eda A. Rhoades,
Bertha L. Ridings,
Lizzie L. Smalley,
Ruth E. Stedman,
Josephine A. Wasgatt,
Susan M. Waters,
Bertha F. Wells,
Blanche S. Wells,
Jessie L. Whittemore,
Sarah A. Woodall.

GEORGE PUTNAM SCHOOL.

Boys.

Clarence B. Bruns,
Charles H. Butcher,
Henry G. Carpenter,
F. Forest Colcord,
Edward Dahl,
George J. Dahl,
George W. Faulkner,
Harry A. Gilman,
William G. Hoyt,
Harry P. Kenison,
Edward A. Mock,
John H. Spitz,
Frank B. Thomas.

Girls.

Edith M. Backup,
Jessie Coxé,
Mary E. Emerson,
Sophie J. Fischer,
Anna S. Hannaford,
Elizabeth A. Latham,
Margaret A. Lennon,
Gertrude M. Malleson,
Ethel W. Metcalf,
Bertha E. Murray,
Bertha E. Packard,
Frances B. Patten,
Lucy F. Powderly,
G. Laura Shuman.

Ethel W. Todd,
 Jessie Todd,
 E. Maud Wade,
 Carrie M. Wadman,
 Etta G. Whitney.

GIBSON SCHOOL.

Boys.

Walter Adams,
 George T. Barry,
 William A. Bassett,
 Augustus P. Calder,
 Herbert F. Calder,
 William Dannahy,
 Ralph E. Dutton,
 John Endicott,
 George H. Gleason,
 Charles A. Hawkins,
 Ferdinand Hoss,
 John J. Hurney,
 Walter H. Knight,
 John J. Murphy,
 Charles J. Neil,
 Marshall Neil,
 Arthur H. Paul,
 Adam M. Ross,
 Wendall Z. Sanborn,
 Patrick J. Watson,
 Walter J. Watson,
 Ralph H. Whitney.

Girls.

Mabel L. Allen,
 Mary A. Bassett,
 Edith W. Bemis,
 Elizabeth C. Brady,
 Helen L. Bronsdon,
 Mabel L. Coe,
 Charlotte Crosby,
 Stella Dolbeare,
 Irma E. Dutton,
 Bertha F. Gleason,
 Ella E. Greer,

May J. Hinckley,
 Catherine A. Hurney,
 M. Louise C. Jones,
 Evelyn M. Kelly,
 Christina G. McKenzie,
 Annie G. Messinger,
 Emma F. Peters,
 Annie W. Power,
 Caroline M. Reardon,
 Alice B. Torrey,
 Alphonsine Wood.

HANCOCK SCHOOL.

Girls.

Annie E. Baker,
 Lena A. Brogi,
 Emma J. F. Burke,
 Jennie Campbell,
 Adeline M. Casassa,
 Mary A. Coleman,
 Emma L. DeFerarri,
 Mary V. Devlin,
 Argentine L. DeVoto,
 Sarah E. Donnelly,
 Alice M. Downing,
 Sarah E. Eaton,
 Anna T. Fardy,
 Mary Ferrandi,
 Katherine E. Fitzgerald,
 Lillian Freedman,
 Annie F. Hingston,
 Lena Jacobs,
 Margaret A. Learson,
 Margaret Mais,
 Mary J. McMurry,
 Annie J. Middleton,
 Mary A. Moore,
 Sarah Naihersig,
 Fannie J. Naviasky,
 Ada C. Olson,
 Rosa A. F. Price,
 Mary A. Rasmusen,
 Annie F. Richmond,

Angela Rosatto,
Bertha J. Rubenstein,
Lulu Sereque,
Mary M. Silver,
Annie Silverman,
Mary L. Simas,
Susan J. Warren,
Clara M. West,
Dora Wyzanski.

HARRIS SCHOOL.

Boys.

Aliston G. Adams,
Edward C. Blackmer,
Henry M. Carven,
Arthur V. F. Flynn,
William W. Glidden,
Frederick M. Godfrey,
John H. Green,
Timothy J. McCarthy,
Frederick M. Salles, Jr.,
Cyrus H. Stowell,
Frederick L. Watson,
Frederick P. Watson,
Edwin A. Weeks,
Arthur J. White,
Daniel G. White.

Girls.

Minnie C. Borden,
Adelle M. Carter,
Nellie V. Collins,
Isabelle E. Gardner,
Laura I. Lash,
Lucy A. Magee,
Annie G. Malloch,
Margaret E. Marden,
Margaret J. McBride,
Lottie G. Oliver,
Mabel I. Oliver,
Ada G. Stock,
Kittie M. Turner.

HARVARD SCHOOL.

Boys.

Ernest S. Bangs,
George W. Benjamin,
William J. Blake,
James T. Bollard,
Michael J. Burke,
Caleb H. Burnham,
John F. Clark,
Charles F. Crowley,
Claude E. Davis,
James E. Fitzgerald,
James H. Hallihan,
William E. Halligan,
Harry A. Hodgdon,
Harry C. Linnell,
Jeremiah P. O'Brien,
John T. O'Brien,
Thomas F. O'Malley,
John S. Sullivan,
Timothy A. Sullivan,
George B. Whiting.

Girls.

Ella G. Baldwin,
Nora E. Brock,
M. Gertrude Clem,
Millie F. Costello,
Margaret C. Cowan,
Joanna E. Cronin,
Nellie A. Crotty,
Martha Day,
Annie E. Dolan,
Nellie F. Dority,
Emeline W. Ewell,
Margaret R. Falvey,
Nellie Foley,
Agnes B. Hanson,
Bertha M. Hewes,
Alice R. Howard,
Clara B. Hunter,
Grace F. Jacobs,
Hattie M. Locke,
Annie E. McQuatters.

Agnes P. Murphy,
 Elizabeth Murphy,
 Mary I. O'Dwyer,
 M. Elizabeth C. Quirk,
 Annie F. T. Ryan,
 M. Alice Simonds,
 Jennie Sinclair,
 Lillian P. Stocker,
 Florence G. Teel.
 Agnes M. Twomey,
 Lucy A. Watts.

HENRY L. PIERCE SCHOOL.

Boys.

J. Robert Bell,
 Harry W. Chase.
 Robert C. Donahoe,
 Oliver Downing, Jr.,
 Hugh J. Kelly,
 Harry T. Long,
 Elbridge Mann,
 John H. H. Murray,
 William A. Murray,
 William D. Phipps,
 Frederick L. Sexton,
 Francis J. Talbot,
 C. Edgar Whitney,
 Louis G. Wilde,
 Ralph R. Young.

Girls.

Edna S. Brown,
 Mary A. T. Crotty,
 Mary A. Fruean,
 E. Kate Harry,
 Caroline M. Hawkes,
 Bertha M. Kelly,
 A. Ethel Lucas,
 Lydia N. Lynch,
 Sarah E. McDowell,
 Katharine G. F. Mooney,
 Ethel R. Oliver,
 E. Louise Pfeiffer,

Rosina E. Pfeiffer,
 Jane E. Robinson,
 Ethel J. Rowbotham,
 Edith E. Sellon,
 Effie J. Sweasy,
 Edith E. L. Wheeler.

HUGH O'BRIEN SCHOOL.

Boys.

Thomas J. Bartley,
 James Beahan,
 Frank W. P. Breed,
 Henry M. Brock,
 Bernard A. Burke,
 James T. Burns,
 Thomas F. Burns,
 Charles Cahill,
 John F. Campbell,
 Edward L. Carey,
 Stephen F. Carrier,
 Guy E. Clifford,
 John W. Coveaney,
 John Curley,
 Thomas F. Curley,
 Henry Daniels,
 Nathan W. Dudley,
 Myron J. Elmendorf,
 Benjamin D. Finn,
 Arthur L. Gavin,
 Albert W. Goldthwait,
 Edgar D. Gould,
 Walter E. Graham,
 Robert A. Hamilton,
 William E. Harding,
 Herbert L. Haven,
 William L. Haven,
 Thomas F. Hayes,
 Fred L. Hoxie,
 Matthew S. Kelley,
 Patrick F. Kelley,
 Frederick L. Marshall,
 Edwin J. H. McNamee,
 James J. Morris,
 Henry H. Morse,

John T. Mullen,
Edward R. Murphy,
Joseph E. O'Brien,
John F. Quinn,
Francis C. Rowean,
J. Walter Schirmer,
Patrick E. Shea,
James L. Taylor, Jr.,
Royal E. Walden,
William R. Wallace,
William E. Wight,
Walter A. Woods,
Harry E. Wright.

Eliza P. Lynch,
Mary J. McCarthy,
Arleen S. McKenzie,
Grace B. McLellan,
Dora E. Moody,
Julia A. Moses,
M. Agnes Norton,
Florence J. O'Flaherty,
Olga E. I. Pearson,
Hattie I. Pond,
May Richardson,
Mary A. Smith,
Florence L. Stewart.

Girls.

Gertrude D. Bartlett,
Abbie L. Brown,
Mabel F. Calrow,
Lillian E. Carlin,
Susie Clarke,
Edith M. Colburn,
May L. Connor,
Flora L. Creber,
Ida M. Dakin,
Mary A. Daly,
Mabel E. Dutton,
Bertha Estey,
Lizzie V. Fallon,
Estella V. Fields,
Evangeline Flynn,
Nancy P. Ford,
Margaret J. Furlong,
Florence C. Goldthwaite,
Elizabeth M. Hanley,
Hattie H. Hanley,
Etta L. Haynes,
Helen G. Haynes,
Mabel B. Hennessy,
Marion E. Hooton,
Adaline Kaiser,
Carolynn E. Ladd,
Emma F. Linfield,
Edith D. Litchfield,
Addie M. Lothrop,

HYDE SCHOOL.

Girls.

Lillie A. Baer,
Alice M. Brady,
Annie A. Brown,
Bertha B. Brown,
Mary E. Butler,
Mary V. Byrne,
Margaret L. Devine,
Alice L. Doherty,
Elizabeth F. Dolan,
Mary E. Donnelly,
May Edwards,
Helen Feldman,
Nellie G. Gardiner,
Lydia A. Graham,
Eva A. Harney,
Jennie G. Harrington,
Mary Z. Kaveney,
Katherine E. Kenney,
Ellen F. Lucas,
Delia A. MacManus,
Frances E. Mahoney,
Annie J. Merrill,
Hilda Miller,
Grace M. Potter,
Abbie F. Robertson,
Ruth E. Thomas,
Gertrude E. Thompson,

Margaret E. Tillmon,
Margaret F. Walsh,
Katherine L. Woodward.

JOHN A. ANDREW SCHOOL.

Boys.

Albert G. Allen,
Timothy F. Buckley,
Peter J. Chalmers,
Joseph W. Chamberlin,
Christopher S. Connolley,
George K. Cowan,
Edward C. Creed,
Edward A. Dacey,
Charles H. Doggett,
Joseph A. Dowling,
William A. Ham,
Anthony W. Hoppe,
Harry F. Libby,
Thomas J. Lyons, Jr.,
Eugene F. O'Neill,
James A. Reilly,
Ronald Ridgway,
Frederic J. Sheehan.

Girls.

Mary E. Bryan,
Edna M. Burrison,
Katie A. Casey,
Mary E. Cross,
Mary E. Crowley,
Rachel Cunningham,
Alice M. Dolloph,
Etta W. Harlow,
Mary H. Hill,
Margaret A. Hunt,
Margaret J. Hunter,
Mary E. Irvin,
Annie S. Oakleaf,
Nellie T. Quinn,
Margaret Robertson,
Mary C. Sanning,
Edith Simpson,

Edith H. Wiley,
Florence G. Willis.

LAWRENCE SCHOOL.

Boys.

Timothy J. Anderson,
John H. Bardenhagen,
Thomas F. Barrett,
Thomas H. Barton,
Joseph F. Bassity,
James F. Begley,
Aaron H. Bronkhorst,
Michael Bronkhorst,
James F. Burke,
Henry J. Carlin,
Frederick M. Chemin,
Patrick J. Clancy,
Thomas F. Clancy,
Patrick J. Conboy,
William H. J. Cotter,
Robert M. Coughlin,
John J. F. Daly,
William V. Denuing,
Thomas J. Donahue,
John V. Donovan,
Edward F. Dowling,
William J. Fitzgerald,
William T. Flaherty,
George J. L. Ford,
James L. Ford,
William F. Gaffney,
J. Herbert H. Glover,
Jeremiah F. Gookin,
Matthew J. Gorham,
David J. Hartnett,
James F. Hughes,
James Hynes,
Edgar Lane,
Fred Lebo,
Daniel J. Leonard,
John F. Leonard,
John F. Leonard,
Martin F. Lydon,
Joseph A. Maguire,

Walter J. McDonald,
 Thomas A. McFarland,
 James P. McGuire,
 John R. F. McHugh,
 Joseph L. McNulty,
 Thomas H. Meskill,
 Walter L. Mitchell,
 John F. Moran,
 George E. Morgan,
 Francis H. Moynihan,
 Timothy J. Mullin,
 Frank G. Nelson,
 Alexander R. Nixon,
 Henry V. O'Connor,
 John M. O'Donnell,
 Timothy J. O'Donnell,
 Charles E. A. O'Neill,
 Thomas O'Rourke,
 James J. Rigby,
 John Shortle,
 John F. Smith,
 William J. Stone,
 David Sullivan,
 Sylvester L. Sullivan,
 Christopher J. Sweeney,
 James A. Taaffe,
 Thomas P. Tarpey,
 Arthur J. Travis,
 James Welch,
 William J. Whitten.

LEWIS SCHOOL.

Boys.

Harry L. Ackley,
 Warren C. Allen,
 Harry E. Benson,
 William A. Berger,
 Harry M. Chamberlain,
 Ralph H. Cotton,
 William J. Curley,
 Frank E. Davis,
 Alfred H. Day,
 Andrew G. Erickson,

Claude L. Hall,
 Verranus C. Hanson, Jr.,
 Henry J. Harris,
 Joseph J. Lynch,
 Waldo H. Mason,
 Herbert J. McConnell,
 Robert E. O'Brien,
 Clarence H. Patch,
 Charles H. Payson,
 Richard B. Perrin,
 George Pettee,
 Alexander B. Pinkham,
 Henry A. Plimpton,
 William B. Seignious, Jr.,
 George H. Sloan,
 Ferdinand M. Stücklen,
 John B. Thayer,
 William H. Wedlock,
 William Wellington, Jr.,
 Thomas White,
 Francis C. Whitman,
 Alvin W. Whittier,
 Frank R. Willey,
 George H. Williams, Jr.,
 Fred N. Worthen.

Girls.

Mabel F. Angier,
 Helen R. Bolton,
 Grace C. Boyden,
 Annie R. Crockett,
 May B. G. Dadmun,
 Annie A. Davis,
 Flora H. Devlin,
 Mabel H. Donaldson,
 Gertrude F. Dornbach,
 Grace L. Driscoll,
 E. Gertrude Dymond,
 Lena G. Fay,
 Frances S. Fowle,
 Hattie B. Gallagher,
 Nellie Gamble,
 Kate M. Gardner,
 Margaret A. Golden,
 I. Florence Hall.

Annie M. Harris,
 Jennie F. Hicks,
 Gertrude Humphry,
 Louise M. Hyde,
 Lenore W. Kinney,
 Bertha M. Kneeland,
 Mary G. Lally,
 Grace G. Lowe,
 Marie A. McLean,
 Grace Mills,
 Jennie Mortimer,
 Fannie Pakulski,
 Ethel M. Peirce,
 B. Maude Phillips,
 Mary L. Quin,
 Lotta H. Read,
 Edith M. Reading,
 Grace M. Silva,
 Emma M. Stearns,
 Florence L. Stevens,
 Mabel M. Stults,
 Jessie H. Todd,
 Mary E. Tweed,
 Helen L. Ulmer,
 Addie L. Weeks,
 Emma M. Wethern,
 Anna S. Wood.

LINCOLN SCHOOL.

Boys.

Joseph A. Barber,
 Edward W. Bertram,
 Edward H. Brooks, Jr.,
 Arthur S. Bull,
 Joseph B. Connelly,
 Walter B. Coolidge,
 John Cronin,
 John M. Dahymple,
 Cecil H. Delamater,
 Frank A. Donovan,
 Michael J. Downing,
 Charles F. Duffy,
 Robert W. Evans,

Edward M. Fisher,
 Franklin O. French,
 George W. Griffith,
 John J. J. Harkins,
 Frederick G. Hartwell,
 Norman B. Hickey,
 George C. Irwin,
 Edgar W. Jones,
 Frederick J. Jones,
 George F. King,
 Wentworth M. Meek,
 Cornelius A. Murphy,
 Isaac C. Ogden,
 Leo F. O'Neil,
 John H. Patten,
 Chandler H. Pratt,
 James Ritchie,
 Fred F. Ross,
 Paul G. Seyter,
 Michael J. Sullivan,
 Thomas F. Sullivan,
 Arthur E. Treadwell.

LOWELL SCHOOL.

Boys.

Henry I. Barnes,
 Joseph B. Bertsch,
 Ernest D. Curtis,
 Frank L. Daly,
 Charles A. Digney,
 Charles G. Erickson,
 Thomas J. Griffin,
 James R. Haigh,
 Maximilian Heindl,
 Henry E. Hudson,
 Thomas C. Kelly,
 Herman W. Kreppel,
 Ernest R. Mackintosh,
 Frank C. Mattern,
 Daniel L. McCraith,
 John B. McKinnon,
 Chester E. McLaughlin,
 Herbert C. Morrison,

Frederick E. Murphy,
William F. Nolan,
Walter T. Rider,
Frank C. Schorman,
William T. Small,
George A. B. Smyth,
Fred H. Steinbrey,
Albert F. Stuart.

Girls.

E. Jeannette Adams,
Theresa Albrecht,
Edna M. Baker,
Elizabeth M. Bertsch,
Louisa M. Bertsch,
Louisa P. J. Burkhardt,
Flora M. Cassidy,
Katie M. Ganter,
Sarah A. Glennon,
Mary E. Goode,
Mary Goodvin,
Lillian T. Graham,
Ellen S. Hartnett,
Mary G. Johnston,
Elizabeth M. Judge,
Catherine M. Kelly,
Eugenia H. Lockwood,
Alwine Metzger,
Kathleen M. Mitchell,
Charlotte L. Phillips,
Charlotte P. Salve,
Louise E. Schwendeman,
Charlotte A. Valentine,
Bertha B. Ward,
Alice L. Wilson,
Harriet M. Wood.

LYMAN SCHOOL.

Boys.

Clarence N. Coleman,
Francis J. Conlin,
Arthur B. Delano,
William C. Flemon,

John H. Flynn,
John J. Flynn,
William F. Garvey,
Bernard F. Hanrahan,
Edward D. Hartnett,
Daniel S. Hennessy,
Dennis J. Kelleher,
John E. Keogh,
Martin F. McMullen,
Frederic J. McNaughton,
John A. McWeeny,
John D. Murphy,
John Noonan,
Albert J. Nute,
Maurice F. O'Shea,
P. Edward Pender,
Justus F. Peterson,
Robert Peterson,
Edward N. Pigeon,
Fred L. Pigeon,
Henry J. Power,
L. Colby Rood,
George F. H. Ryan,
John D. Shea,
George E. Shultz,
Philip O. Smith,
William J. Smith,
Frederic A. Steele,
James B. Winston.

Girls.

Florence M. Anderson,
Edith G. Ball,
Alvira M. Bartlett,
Helen E. Eldredge,
Catherine A. Hamahan,
Josephine X. Hartnett,
Annie A. Murphy,
Jessie M. Nute,
Inez B. Perkins,
Gertrude E. Reed,
Emma L. Revell,
Nellie L. Splaine,
Marion E. Strickland,
Minnie A. Swint,

Sophie J. Taapken,
Martha C. Thompson,
Elma A. Wyer.

MARTIN SCHOOL.

Boys.

Hugh Blair,
Louis A. Bletzer,
Henry C. Cobe,
Patrick J. Conley,
Patrick H. Coughlan,
Joseph P. Devettere,
William J. Hardecastle,
Michael J. Horan,
Lorenzo D. Marston,
James P. McLaughlin,
Walter F. Murphy,
John J. Niland,
George P. Oswald,
Charles M. Smith,
Thomas J. Somerville,
Henry Suck,
Arthur R. Vosmus,
Joseph G. Woodlock.

Girls.

Marion R. Blair,
Emma B. Brickley,
Rebecca L. Cross,
Delia E. Cummings,
Ava D. DeLong,
Annie B. Dooley,
Maud F. Fay,
Annie V. Foy,
Gertrude M. Fuller,
Arabella Glynn,
Catherine E. Harrington,
Lydia E. Heuser,
Agnes C. Hilland,
Mary A. Johnson,
Sarah A. Kilduff,
Wilhelmine Lohr,
Helen G. Lynch,

Nellie V. Lynch,
Ellen G. Lyons,
Elizabeth C. Moser,
Annie A. O'Brien,
Nora L. O'Connell,
Mary A. Prendergast,
Bertha L. Rank,
Annie F. Scholl,
Mary A. Smith,
Louise F. Staehli,
Margaret M. Sullivan,
Martha F. Titus,
Julia A. Walker,
Mary A. Wright.

MATHER SCHOOL.

Boys.

Frank W. T. Ames,
Clement Bisbee,
Harold Bisbee,
John F. Brady,
John H. Bulmer,
John F. Cronin,
Frank T. Donahoe,
James J. Donahoe,
Alexander Glover, Jr.,
William J. Hurley,
John W. Lane,
Frank A. Lincoln,
John B. Lynch,
Thomas J. McEvilla,
Guy C. Millard,
Leslie H. Naylor,
Harry A. Perkins,
David A. Savoy,
James E. Slattery,
William L. Smith.

Girls.

Elizabeth V. Barry,
Edith F. Brainerd,
Ellen A. Brick,
Mary V. Curran.

Ellen E. Donovan,
 Olive E. Drake,
 Jennie F. Edgcomb,
 Marion Eltz,
 Ethel N. Fish,
 Claire L. Flanigan,
 Millie A. Gage,
 Mary A. Garvin,
 Mary E. Hart,
 Elizabeth G. Hennessey,
 Carrie S. Hunt,
 Edna J. Kelly,
 Helen E. Kelly,
 Annie G. McCormack,
 Adeline M. McCormick,
 Aimée V. Miller,
 Abbie F. Pierce,
 Annie M. Snider,
 Elsie W. Spaulding.

MINOT SCHOOL.

Boys.

Robin Adair,
 William A. Day,
 Clarence E. Hill,
 William T. Jarvis,
 George C. Lavelle,
 Francis E. McGrail,
 Charles McIntosh,
 George B. McLellan,
 Everett A. Robinson,
 Frank W. Ronan,
 Walter H. Sharp,
 Thomas F. Temple, Jr.,
 William A. J. Walker.

Girls.

Florence B. Bartlett,
 A. Gertrude Bowker,
 Lillie C. Brown,
 Viola S. Churchill,
 Carrie H. Cleaves,
 Ethel B. Colgan,

Anna M. Dacey,
 Ella French,
 Mary B. Hyde,
 Susan I. McAvinney,
 Bertha M. Sheffield,
 Mary H. Standish,
 Bridget T. Sullivan.

MOUNT VERNON SCHOOL.

Boys.

Arthur W. Chamberlain,
 Frederick H. Dorn,
 John E. Hanrahan,
 John M. Manning,
 Carl M. Mitchell,
 William C. Whiting,
 Carl S. Winchell,
 Frederick W. Zenner.

Girls.

Nellie Callahan,
 Irene E. Henderson,
 Annie T. Kelley,
 Grace M. Law,
 Genie F. Locke,
 Katie M. Manning,
 Gertrude McIntosh,
 Mary A. F. Mea,
 Marion S. Merritt,
 Alice M. Murphy,
 Annie A. Murphy,
 Margaret F. Murphy,
 Jennie W. Noon,
 Abbie A. Osborne,
 Etta O. Poland,
 Leila P. Roberts,
 Margaret L. Rourke.

NORCROSS SCHOOL.

Girls.

Deborah Buitekian,
 Helena M. Burke,

Annie M. Callahan,
 Nora T. Crowley,
 Annie L. Dinneen,
 Margaret E. Driscoll,
 Mary E. Feeney,
 Bertha M. Fidler,
 Agnes B. Gleason,
 Margaret E. Higgins,
 Mary A. Higgins,
 Mary E. Holland,
 Mary Kelley,
 Mary F. Leary,
 Ethel M. L'Estrange,
 Esther M. McCarthy,
 Katherine E. McDonough,
 Lucy L. Neale,
 Lena L. O'Bryan,
 Ellen M. O'Connell,
 Catherine J. O'Rourke,
 Eleanor F. Power,
 Margaret R. Reagan,
 Margaret C. Reid,
 Mary E. Roulston,
 Mary A. Rourke,
 Annie G. Ryan,
 Mary R. Sullivan,
 Eva M. Virgie,
 Grace J. Walsh,
 Annie M. Welch.

PHILLIPS SCHOOL.

Boys.

Leon Alland,
 Mark Birnbaum,
 Thomas F. Burke,
 Percy J. Burrell,
 Thomas J. Burton,
 John H. Carney,
 James A. Clark,
 Walter S. Cooledge,
 Cornelius J. Crowley,
 George C. Doherty,
 Michael J. Doherty,

Vincent Donnini,
 John J. Donovan,
 James W. Elliott,
 James H. Ford,
 Sebastian L. Gahn,
 Hugh H. Hamill, Jr.,
 George F. Hammond,
 John P. J. Hasson,
 Joseph Hollander,
 Percy Holmes,
 Patrick J. Kelleher,
 Harry D. Kirk,
 Shirley J. Liggins,
 Victor R. McBain,
 Lewis J. Miller,
 Francis J. Morse,
 George W. Nolan,
 John J. O'Donnell, Jr.,
 David E. Paul,
 Myer Peyser,
 Frederick E. Pitcher,
 Charles F. Reynolds,
 James A. Scanlan,
 Benjamin Semon,
 Oreb M. Tucker,
 Walter H. White,
 Myer Wingsky.

PRESCOTT SCHOOL.

Boys.

James Balfour,
 Herbert F. Bordman,
 Joseph L. Casey,
 Eugene A. Ceccarelli,
 Arthur B. Curtis,
 William H. Ford,
 Philip Foster,
 John W. Heffernan,
 Howard P. Knox,
 Leslie Langill,
 Bernard J. McCarron,
 Daniel F. McLaughlin,
 Maurice Millionthaler,
 James T. Mosher,

George I. Nute.

Girls.

Mary D. Ackerman,
Annie E. Almeder,
Ellen E. Bowdren,
Gertrude F. Brown,
Margaret R. Cohen,
Bessie M. Cullin,
Lena S. Estabrooks,
Sarah T. Gill,
Annie M. Jelley,
Elizabeth A. Johnson,
Elizabeth L. Kenney,
Edith S. Marshall,
Bessie M. Martin,
Mary A. McDonough,
Alice M. McGeouch,
S. Etta McGlimm,
Carrie L. McNeill,
Lizzie V. Nihon,
Christine A. O'Flanagan
Annie G. Reardon,
Lillian M. Reeves,
Hattie R. Sargent,
Katherine E. Shea,
Emma E. Thonpson,
Katherine E. Turnbull.

PRINCE SCHOOL.

Boys.

Walter W. Bubier,
William E. English,
Philip French,
Russell I. Gladwin,
Ralph T. Goodhue,
George A. Gouilding,
George F. Howard,
Charles A. Maynard,
John B. Moulton,
Charles I. Newton,
Owen Reynard, Jr.,
John C. Rice,
Charles E. A. Winslow.

Girls.

Lottie A. Brown,
Arabella J. Coleman,
Jennie T. Edwards,
Edith P. Elliot,
Lilian G. Farmer,
Emma B. Fiske,
Grace G. Greene,
Annie W. Hampton,
Martha Herrick,
Isabelle M. Hosford,
Carrie L. Ingram,
Annie M. Jellison,
Edith M. Knapp,
Lillian S. Knight,
Helen Lambert,
Mary A. Lyman,
Katharine R. Martin,
Carrie K. Patterson,
Hildegard L. Pruefer,
Ina Redpath,
Elizabeth M. Reflin,
Ethel B. Remick,
Lucy F. Riley,
Ethel B. Sands,
Elsa F. Sherwood,
Clara E. Smart,
Anna R. Smith,
Helen C. Smith,
Ada Stranahan,
Gertrude H. Turner,
Isabelle N. Waite,
Lilian Waterman,
May S. Whitcomb,
Annie P. Yost.

QUINCY SCHOOL.

Boys.

Joseph Anthony,
Joseph Axe,
John J. Boudwin,
Louis J. Brion,
Timothy A. Butler,

Daniel J. Callahan,
 Richard I. Cook,
 Edward W. Costello,
 William E. Cotter,
 John J. Cunningham,
 John L. Curry,
 Joseph P. A. Donahoe,
 John L. J. Donovan,
 John W. Driscoll,
 Michael J. Driscoll,
 Thomas F. Driscoll,
 John F. Foley,
 Patrick A. Foley,
 Eugene F. Gallagher,
 James T. Hagerty,
 Richard H. Hogan,
 Joseph B. Holmes,
 Gasparino F. Lentine,
 Augustus J. Lyons,
 Francis J. Maloney,
 Dennis J. Murphy,
 John M. Murphy,
 John R. Murphy,
 Michael J. Murphy,
 George W. O'Hearn,
 Frederick F. Ring,
 Martin A. Ryan,
 John P. Shea,
 Patrick J. Troy.

RICE SCHOOL.

Boys.

Carleton W. Agry,
 Frank E. Bell,
 Charles R. Butler,
 Amory R. Curtis,
 Benjamin Dobson,
 Michael J. Driscoll,
 Elmer D. Dunn,
 George E. Frazer,
 Fred H. Getchell,
 Charles E. Goldie,
 Nathan I. Goldsmith,
 Harry H. Hill,

Chauncy W. Hood,
 George F. Huban,
 William C. Hunt,
 Wilbur G. Hutchins,
 David J. Johnson,
 Thomas J. Johnson,
 Joseph F. Kelly,
 Eugene A. Levy,
 Charles Liscom,
 Fitz Hubert A. Lopez,
 Frank K. Marsters,
 Winter S. Martin,
 Joseph L. McCarthy,
 Harry S. Mork,
 John J. Murray,
 Walter J. Noonan,
 Edmund J. O'Daly,
 George E. Osgood,
 Charles F. Poor,
 Isaac K. E. Prager,
 Philip P. Riley,
 Basil J. Serres,
 Ralph W. Shaffer,
 William G. Smith,
 Francis W. Snow,
 Arthur E. Stein,
 Harry H. Stone,
 William P. S. Tripp,
 Arthur H. Walbridge,
 Alba G. Walker,
 William H. Washington,
 Samuel T. Weil,
 Wilfred S. White,
 Alfred S. Wolf,
 Harry M. Wood.

SHERWIN SCHOOL.

Boys.

William F. Berry,
 William H. B. Byrne,
 William R. Calder,
 John J. Caley,
 Wallace A. Cochran,
 Joseph R. A. Donnelly,

John R. Eddy,
 Arthur Gium,
 Edmund S. Hally,
 Daniel P. Jaques,
 Frank L. Kirchgassner,
 John R. Lambert,
 Charles W. Lermont,
 George J. Loveley,
 John J. B. Mack,
 Samuel T. MacQuarrie,
 Thomas B. Mahoney,
 George L. Marston,
 George A. Martikke,
 John A. McCarthy,
 George F. Monahan,
 William J. J. Muldown,
 Anthony G. Neary,
 John H. Nolen,
 G. Robert Rogers,
 Edward F. Schlehuber,
 Philip F. Shedd,
 Arthur M. Swenson,
 William C. F. Thomas,
 Douglas Thompson,
 Edward J. Young,
 Walter R. Young,
 Walter H. Zara.

SHURTLEFF SCHOOL.

Girls.

Martha A. Atwood,
 Ida M. Bishop,
 Fannie J. Bradley,
 Marguerite H. Campbell,
 Margaret M. Carter,
 Margaret T. Carter,
 Mary A. Carven,
 Mary V. Cavanagh,
 Mary A. Collins,
 Mary G. Connolly,
 Louise B. Costello,
 Elizabeth A. Crowley,
 Elizabeth T. Dempsey,
 Isabella E. Devenny,

Mary F. Donovan,
 Carrie E. Duntun,
 E. Florence Fisher,
 Catherine G. Flaherty,
 Agnes M. Gavin,
 A. Grace Giblin,
 Sarah W. Gleeson,
 Helen C. Hanford,
 Albina J. Hickey,
 Sarah K. Hoban,
 Grace G. Hyde,
 Annie J. Leary,
 Julia M. Leary,
 Ida V. May,
 Mary J. McFarlane,
 Mary E. McGiverin,
 Ella I. McMahan,
 Ellen E. McMahan,
 Mary A. Moran,
 Amy F. Morse,
 Margaret M. Nelligan,
 Georgiana Norris,
 Jessie A. Patterson,
 Elsie M. Paul,
 Maud E. Ransom,
 Jessie C. Ross,
 Mary E. Ryan,
 Ellen A. Sheehan,
 Evelyn L. Slattery,
 Annie E. Smith,
 Gertrude M. Stickney,
 Marion B. Stone,
 Josephine M. Suter,
 Yuba M. Terry,
 A. Florence Thayer,
 Bessie M. Wheeler,
 Florence B. Wilber,
 Mabel G. Yeames.

STOUGHTON SCHOOL.

Boys.

George L. Anthony,
 Frederick E. A. Berry,
 Edward W. Calkins,

Howard F. Clark,
 Thomas J. Curran,
 John J. Donnelly,
 Stephen R. Dunbar,
 William F. Farrell,
 Michael Hansbery,
 William H. Kilpatrick,
 Ralph E. Layton,
 Reginald H. Mair,
 Arthur J. Mitchell,
 Albert H. Moulton,
 Albert F. Ripley,
 Simeon E. Robinson,
 Albert S. Smith,
 Edgar J. Taylor,
 Foster L. Taylor,
 William B. Willcut.

Girls.

Annie P. Abbott,
 Elizabeth E. Baker,
 Bridget L. Barrett,
 M. Grace Beal,
 Ada L. Cook,
 Bridget T. Cuniff,
 L. Estella Davis,
 Sallie T. Fletcher,
 Mary M. Flynn,
 Caroline H. Frost,
 Lizzie M. Hilliker,
 Mary M. Hoyer,
 Lydia D. Johnson,
 Anne E. Krim,
 Mary A. Lyons,
 Mary F. McDermott,
 Catherine McDonald,
 Jeannette T. Millett,
 Edna G. Moulton,
 Sarah E. Needham,
 Alice B. Pendleton,
 Laura T. Pope,
 Etta H. Prior,
 Ellen H. Shields,
 Edith B. Wayland,
 Emma Willcut.

THOMAS N. HART SCHOOL.

Boys.

George J. Anderson,
 James Baker,
 Alfred J. Brown,
 Robert H. Burnham,
 George E. Byford,
 Timothy J. Connors,
 Joseph J. Curran,
 Arthur Dowse,
 Edward S. Duffin,
 James Dunican,
 Willard J. Emerson,
 Francis W. Falvey,
 Robert A. Ferguson,
 James J. Green, Jr.,
 Michael J. Griffin, Jr.,
 John V. Haley, Jr.,
 Charles D. James,
 William J. Keefe,
 Theodore L. Kelly, Jr.,
 John M. Kemp,
 Edward H. Lally,
 Joseph A. Logan,
 Walter E. Lovering,
 Jeremiah Mackin,
 John H. Means, Jr.,
 Charles H. Morris,
 Frank P. Palmer,
 Julius W. Schultz,
 Walter Simonds,
 Percival A. Skillings,
 George T. Thompson,
 James E. Webster.

TILESTON SCHOOL.

Boys.

Herman A. Beal,
 Charles L. Goward,
 Leonard A. Hird,
 Clarence M. Hunt,
 Charles S. Irving.

Girls.

Gertrude A. Child,
Elizabeth G. Hermann,
Annie L. Kenney,
Mary G. Morton,
Kate W. Shugg.

WARREN SCHOOL.

Boys.

Lewis Berry,
Bradford LeB. Bowen, Jr.,
Thomas A. Brockbank,
Frederic N. Brown,
Wallace B. Cooper,
George M. Crowson,
David F. Cushing,
William E. Doherty,
Francis S. Fleming,
Charles F. Johnson, Jr.,
Fred H. Lathrop,
Louis L. Longee,
Willard J. McLoud,
George H. Nash,
William H. Pitman,
Warren A. Priest,
Harry Reardon,
Albert B. Scott,
Walter E. Stevens,
Henry M. Wing.

Girls.

Elsie V. Abbott,
Bertha M. Brown,
Mabel G. Colman,
Emma D. Emery,
Ellen Fraser,
Annie J. Green,
Lillian P. Hatch,
Ellen E. Howard,
Mary F. Huff,
Grace E. Langdon,
Mary F. Langdon,
Catherine A. Levis,

Grace S. Lincoln,
Annie E. Morangue,
Agnes S. O'Reilly,
Hattie A. Osgood,
Lillia C. Osgood,
Mary A. Quirk,
Isabella M. Riley,
Pauline C. Rimbach,
Edith L. Sawyer,
Florence A. Smith,
Josephine B. Smith,
Sadie J. Wing.

WELLS SCHOOL.

Girls.

Helen Alland,
Edith L. Anderson,
Rosina M. Andrews,
Mary F. Baxter,
Mary E. Bresnahan,
Lottie L. Brooks,
Elizabeth R. Burke,
Helen G. Burns,
Katherine L. Crowley,
Mary J. Crowley,
Elizabeth A. Doherty,
Annie E. Donovan,
Ellen M. Duffey,
Katherine A. Finley,
Rose A. Harmon,
Florence V. Hogan,
M. Alice Jackson,
Georgietta Kingsley,
Bertha Leftovith,
Mary V. Leonard,
Annie L. Letson,
Mary Lewis,
Nellie Lynch,
Ino J. Maguire,
Margaret C. Melia,
Mary A. Miller,
Julia E. Murphy,
Mary C. Murphy,
Frances A. Murray,

Annie G. O'Brien,
 Florence E. Pearson,
 Rosa J. E. Rodgers,
 Margaret A. Saunders,
 Esther Seelenfreund,
 Catherine T. A. Tiernan,
 Katie Walsh,
 Maria V. Walsh,
 Sarah A. Walsh.

WINTHROP SCHOOL.

Girls.

Etta L. Alexander,
 Louisa H. Alexander,
 Margaret A. Barry,
 Albertina A. Bleyle,
 Loranie M. Boody,
 Amy E. Broomer,
 Gertrude Burgess,
 Elizabeth A. A. Carey,
 Ellen Carver,
 Bertha M. Collins,
 Mary F. Curley,
 Mary A. Daly,
 Mary C. Davenport,
 Mary L. Dermody,
 Ella J. Desmond,
 Valetta C. Dugan,
 Mary Epstein,
 Mary A. Foley,
 Mary C. Gartland,

Mary L. Gorman,
 Caroline V. Gosselin,
 Grace T. Griffith,
 Catherine E. L. Hagerty,
 Mary E. Hagerty,
 Margaret F. Harrington,
 Joanna A. Houlihan,
 Nellie L. Huff,
 Mary A. Hurley,
 Lillian Ingersoll,
 Mabel H. Jones,
 Catherine L. McCarthy,
 Ellen R. McCarthy,
 Mary M. McCarthy,
 Ellen R. McDevitt,
 Mary V. McGillicuddy,
 Isabel G. McGowan,
 Charlotte L. Newett,
 Julia M. O'Donnell,
 Bertha W. Quiring,
 Maud L. Reafuse,
 Clara R. Robinson,
 Edith K. Roffe,
 Alice M. Russell,
 Lillie Schnell,
 E. Bonnie Starrett,
 Catherine A. Sullivan,
 Ellen L. Sullivan,
 Katherine G. Sullivan,
 Mary L. Sullivan,
 Gertrude M. Williams,
 Adelaide F. Wilson,
 Lucy M. Woodworth.

ORGANIZATION
OF
SCHOOL COMMITTEE
FOR
1891.

SCHOOL COMMITTEE, 1891.

[Term expires January, 1892.]

Solomon Schindler,	Liberty D. Packard,
Laliah B. Pingree,	Thomas J. Emery,
Samuel B. Capen,	Richard C. Humphreys,
J. P. C. Winship,	Willard S. Allen.

[Term expires January, 1893.]

¹ Stillman B. Allen,	Fred G. Pettigrove,
Charles T. Gallagher,	George E. Mecnen,
Caroline E. Hastings,	Elizabeth C. Keller,
Benjamin B. Whittemore,	Charles E. Daniels.

[Term expires January, 1894.]

Emily A. Fifield,	Charles M. Green,
Choate Burnham,	Russell D. Elliott,
James S. Murphy,	² William A. Mowry,
William A. Dunn,	James A. McDonald.

OFFICERS OF THE BOARD.

President.

HON. CHARLES T. GALLAGHER.

Secretary.

PHINEAS BATES.

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent of Schools.

EDWIN P. SEAVER.

Supervisors.

SAMUEL W. MASON,	JOHN KNEELAND,
ELLIS PETERSON,	GEORGE H. CONLEY,
ROBERT C. METCALF,	MRS. LOUISA P. HOPKINS.

Messenger.

ALVAH H. PETERS.

¹ Died June 9, 1891.

² Resigned Sept. 8, 1891.

STANDING COMMITTEES.

-
- ACCOUNTS. — Liberty D. Packard, *Chairman*; Messrs. W. S. Allen, Whittemore, Winship, and Dunn.
- ANNUAL REPORT. — Elizabeth C. Keller, *Chairman*; Messrs. McDonald and Burnham.
- DRAWING. — Charles M. Green, *Chairman*; Mr. Gallagher, Miss Pingree, Messrs. Pettigrove and McDonald.
- ELECTIONS. — J. P. C. Winship, *Chairman*; Messrs. Packard and Dunn.
- EVENING SCHOOLS. — Thomas J. Emery, *Chairman*; Messrs. Gallagher, W. S. Allen, Schindler, and Murphy.
- EXAMINATIONS. — William A. Mowry, *Chairman*; Mrs. Fifield, Messrs. Emery, Winship, and Mrs. Keller.
- HORACE MANN SCHOOL. — Caroline E. Hastings, *Chairman*; Mrs. Fifield and Mr. Green.
- HYGIENE. — Russell D. Elliott, *Chairman*; Mr. S. B. Allen, Mrs. Keller, Messrs. Pettigrove and McDonald.
- KINDERGARTENS. — Lalliah B. Pingree, *Chairman*; Mrs. Fifield, Mr. Schindler, Mrs. Keller, and Mr. Dunn.
- LEGISLATIVE MATTERS. — Samuel B. Capen, *Chairman*; Messrs. Burnham and Murphy.
- MANUAL TRAINING SCHOOLS. — Samuel B. Capen, *Chairman*; Mrs. Fifield, Miss Pingree, Messrs. S. B. Allen and Murphy.
- MUSIC. — Solomon Schindler, *Chairman*; Messrs. Packard, Whittemore, Humphreys, and Mecuen.
- NOMINATIONS. — Samuel B. Capen, *Chairman*; Miss Hastings, Messrs. Humphreys, Mecuen, and Burnham.
- PHYSICAL TRAINING. — William A. Mowry, *Chairman*; Mr. Winship, Miss Hastings, Mrs. Keller, and Mr. Mecuen.
- RULES AND REGULATIONS. — Thomas J. Emery, *Chairman*; Mrs. Fifield, Messrs. Capen, S. B. Allen, and Murphy.
- SALARIES. — Benjamin B. Whittemore, *Chairman*; Messrs. W. S. Allen, Daniels, Mecuen, and Burnham.
- SCHOOL-HOUSES. — Samuel B. Capen, *Chairman*; Messrs. Packard, Humphreys, Pettigrove, and Burnham.
- SEWING. — Emily A. Fifield, *Chairman*; Misses Hastings and Pingree, Mrs. Keller and Mr. Dunn.
- SUPPLIES. — Russell D. Elliott, *Chairman*; Messrs. Humphreys, Daniels, Pettigrove, and Murphy.
- TEXT-BOOKS. — Charles M. Green, *Chairman*; Messrs. W. S. Allen, Schindler, Mowry, and McDonald.
- TRUANT-OFFICERS. — Russell D. Elliott, *Chairman*; Messrs. Gallagher, Whittemore, Daniels, and McDonald.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

NORMAL SCHOOL. — William A. Mowry, *Chairman*; Mr. S. B. Allen, Mrs. Fifield, Miss Pingree, and Mr. Winship.

HIGH SCHOOLS. — Thomas J. Emery, *Chairman*; Messrs. W. S. Allen, Dunn, Gallagher, and Green.

FIRST DIVISION. — Willard S. Allen, *Chairman*; Messrs. Daniels, McDonald, Packard, and Pettigrove.

SECOND DIVISION. — Charles E. Daniels, *Chairman*; Messrs. W. S. Allen, Elliott, McDonald, and Pettigrove.

THIRD DIVISION. — Russell D. Elliott, *Chairman*; Messrs. Burnham, Dunn, Green, and Miss Pingree.

FOURTH DIVISION. — Charles M. Green, *Chairman*; Messrs. S. B. Allen, Dunn, Miss Pingree, and Mr. Schindler.

FIFTH DIVISION. — Solomon Schindler, *Chairman*; Mr. Emery, Miss Hastings, Messrs. Meeuen and Murphy.

SIXTH DIVISION. — Liberty D. Packard, *Chairman*; Messrs. Burnham, Gallagher, Mowry, and Winship.

SEVENTH DIVISION. — Richard C. Humphreys, *Chairman*; Mr. S. B. Allen, Miss Hastings, Messrs. Meeuen and Murphy.

EIGHTH DIVISION. — Samuel B. Capen, *Chairman*; Mrs. Fifield, Mrs. Keller, Messrs. Whittemore and Winship.

NINTH DIVISION. — Emily A. Fifield, *Chairman*; Mr. Humphreys, Mrs. Keller, Messrs. Mowry and Whittemore.

SCHOOLS.

Normal School and Rice Training School.

Latin School, Girls' Latin School, English, Girls', Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston High Schools.

GRAMMAR SCHOOLS.

First Division. — Adams, Chapman, Emerson, Lynn.

Second Division. — Bunker Hill, Frothingham, Harvard, Prescott, Warren.

Third Division. — Bowdoin, Eliot, Hancock, Phillips, Wells.

Fourth Division. — Brimmer, Prince, Quincy, Winthrop.

Fifth Division. — Dwight, Everett, Franklin, Hyde, Sherwin.

Sixth Division. — Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Lowell, Martin.

Eighth Division. — Agassiz, Allston, Bennett, Bowditch, Charles Sumner, Mt. Vernon.

Ninth Division. — Edward Everett, Gibson, Harris, Henry L. Pierce, Mather, Minot, Stoughton, Tileston.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Newton Highlands. Office hours, Mondays to Fridays, 1 to 2 P.M.

BOARD OF SUPERVISORS.

SAMUEL W. MASON, 105 Washington ave., Chelsea. Office hour, Friday, 1 P.M.

ELLIS PETERSON, 305 Chestnut ave., Jamaica Plain. Office hour, Thursday, 4.30 to 5.30 P.M.

ROBERT C. METCALF, 97 Mt. Pleasant ave., Roxbury. Office hour, Saturday, 11 A.M. to 12 M.

JOHN KNEELAND, 31 Winthrop street, Roxbury. Office hour, Wednesday, 4.30 P.M.

GEORGE H. CONLEY, 20 Wyoming street, Roxbury. Office hour, Monday, 4.30 P.M.

MRS. LOUISA P. HOPKINS, 118 Charles street. Office hour, Wednesday, 4.30 P.M.

Regular meetings of the Board of Supervisors on the Friday following each regular meeting of the School Committee at 2.30 P.M.

Office hours of Supervisors at School Committee Building.

SUPERVISORS OF SCHOOLS.

SAMUEL W. MASON. — Charlestown and East Boston High Schools; Adams, Bunker Hill, Chapman, Emerson, Frothingham. Harvard, Lyman, Prescott, and Warren districts; Webb, Noble, and Common street, Kindergartens.

ELLIS PETERSON. — Latin, Girls' Latin, Brighton High, West Roxbury High, and Horace Mann Schools; Agassiz, Allston, Bennett, Bowditch, Charles Sumner, Dwight, Everett, Franklin, and Mt. Vernon districts; Appleton street, Green street, Rutland street, and Union street, Kindergartens.

ROBERT C. METCALF. — Normal and Roxbury High Schools; Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Lowell, and Martin districts; Cottage place, Francis street, George Putnam, Quincy street, Smith street, and Yeoman street, Kindergartens.

JOHN KNEELAND. — Dorchester High School; Edward Everett, Gibson, Harris, Henry L. Pierce, Hyde, Mather, Minot, Prince, Quincy, Rice, Sherwin, Stoughton, and Tileston districts; Field's Corner, Hudson street, Neponset, Prince, Ruggles street, and Walpole street, Kindergartens.

GEORGE H. CONLEY. — English High School; Andrew, Bigelow, Gaston, Lawrence, Norcross, Shurtleff, and Thomas N. Hart districts; Howe and Thomas N. Hart, Kindergartens.

MRS. LOUISA P. HOPKINS. — Girls' High School; Bowdoin, Brimmer, Eliot, Hancock, Phillips, Wells, and Winthrop districts; Baldwin, Cushman, North Bennet street, North Margin street, Sharp, Starr King, Warren-ton street, and Winchell, Kindergartens.

SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

SAMUEL W. MASON. — Physical Culture, Physiology and Hygiene, History, Writing.

ELLIS PETERSON. — Arithmetic, in a part of the city (Divisions 5, 6, 7, 8, 9), Algebra, Geometry, Trigonometry, Greek, Psychology.

ROBERT C. METCALF. — Language (oral and written expression), Grammar, Chemistry.

JOHN KNEELAND. — Reading, English Literature, Physics.

GEORGE H. CONLEY. — Arithmetic, in a part of city (Divisions 1, 2, 3, 4), Book-keeping, Latin, French.

MRS. LOUISA P. HOPKINS. — Observation Lessons, Geography, Astronomy, Botany, Zoology, Sewing.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

Head-Master. — Larkin Dunton. *Sub-Master.* — Wallace C. Boyden.

1st Asst. — L. Theresa Moses. *2d Assts.* — Annie E. Chace, Katharine H. Shute, Dora Williams, Laura S. Plummer. *Special.* — W. Bertha Hintz, Laura Fisher.

RICE TRAINING SCHOOL. (Boys.)

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Master. — D. A. Hamlin. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Asst.* — Florence Marshall. *2d Assts.* — Almira I. Wilson,

Dora Brown, Ella T. Gould, Mabel L. Warner, Miriam W. Dike, Bessie H. Chapin, Eleanor F. Lang. *3d Assts.* — Lizzie M. Burnham, Eliza Cox, Mattie H. Jackson. *Janitor.* — Amos Albee.

PRIMARY.

Appleton street.

1st Asst. — Gertrude E. Bigelow. *2d Asst.* — Mabel I. Emerson. *3d Assts.* — Grace Hooper, Sarah E. Bowers, Emma L. Wyman, Clara C. Dunn, Mary C. Mellyn. *Janitor.* — George W. Collings.

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL. (Boys.)

Warren avenue.

Head-Master. — Moses Merrill. *Masters.* — Charles J. Capen, Arthur I. Fiske, Joseph W. Chadwick, Byron Groce, Edward P. Jackson, Frank W. Freeborn, John K. Richardson, Grenville C. Emery, George W. Rollins. *Junior-Masters.* — Henry C. Jones, Thomas A. Mullen, Francis De M. Dunn, George E. Howes, Isaac B. Burgess, Henry Pennypacker. *Janitor.* — Matthew R. Walsh.

GIRLS' LATIN SCHOOL.

West Newton street.

Head-Master. — John Tetlow. *Master.* — Lyman R. Williston. *Assistants.* — Jennie R. Sheldon, Augusta R. Curtis, Jessie Girdwood, Alice H. Luce, Mary C. C. Goddard, Mary J. Foley, Florence Dix. *Physical Culture.* — Martha S. Hussey. *Janitor.* — John Murphy, Jr.

ENGLISH HIGH SCHOOL. (Boys.)

Montgomery street.

Head-Master. — Francis A. Waterhouse. *Masters.* — Robert E. Babson, L. Hall Grandgent, Charles B. Travis, Alfred P. Gage, John F. Casey, Manson Seavy, Jerome V. Poole, Samuel C. Smith. *Junior-Masters.* — Wm. H. Sylvester, Rufus P. Williams, Frank O. Carpenter, Melvin J. Hill, James E. Thomas, George W. Evans, William B. Snow, James A. Beatley, Albert P. Walker, Charles P. Lebon, Harry C. Shaw, James Mahoney, Joseph Y. Bergen, Jr., William T. Strong, Samuel F. Tower, Henry M. Wright. *Janitor.* — Patrick W. Tighe.

GIRLS' HIGH SCHOOL.

West Newton street.

Head-Master. — John Tetlow. *Junior-Master.* — Samuel Thurber. *Asst. Principal.* — Harriet E. Caryl. *1st Asst.* — Margaret A. Badger. *Assistants.* — M. Medora Adams, Zéphirine N. Brown, Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Isabel P. George, Emma W. Kaan, Augusta C. Kimball, Mary B. King, Katherine Knapp, Parnell S. Murray, S. J. C. Needham, Emerette O. Patch, Emma G. Shaw, Sarah A. Shorey, Lizzie L. Smith, Adeline L. Sylvester, Lucy R. Woods. *Vocal and Physical Culture.* — Sara E. Miller. *Chemistry.* — Laura B. White. *Laboratory Asst.* — Margaret C. Brawley. *Janitor.* — John Murphy, Jr.

ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Kenilworth street.

Head-Master. — Charles M. Clay. *Junior-Masters.* — Nathaniel S. French, John C. Ryder. *1st Asst.* — Emily Weeks. *Assistants.* — Eliza D. Gardner, Clara H. Balch, Edith A. Parkhurst, Persis P. Drake, Annie N. Crosby, Nellie A. Bragg, Susie C. Lougee. *Janitor.* — Thomas Colligan.

DORCHESTER HIGH SCHOOL. (BOYS AND GIRLS.)

Centre street, corner Dorchester avenue.

Master. — Charles J. Lincoln. *Junior-Master.* — Albert S. Perkins. *Assistants.* — Rebecca V. Humphrey, Laura F. Hovey, Elizabeth M. Ritter, Mary A. H. Fuller, Edith S. Cushing, Emily J. Tucker. *Janitor.* — Thomas J. Hatch.

CHARLESTOWN HIGH SCHOOL. (BOYS AND GIRLS.)

Monument square.

Head-Master. — John O. Norris. *Junior-Master.* — Edward F. Holden. *Assistants.* — Alla F. Young, Abbie F. Nye, Sarah Shaw, Mary E. Upham. *Janitor.* — Joseph Smith.

WEST ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Elm street, Jamaica Plain.

Master. — George C. Mann. *Assistants.* — Edna F. Calder, Josephine L. Sanborn, Emily L. Clark, M. Louise Foster. *Janitor.* — J. J. Wentworth.

BRIGHTON HIGH SCHOOL. (BOYS AND GIRLS.)

Academy Hill.

Master. — Benjamin Wormelle. *Assistants.* — Marion A. Hawes, Ida M. Curtis, Emma F. Black. *Janitor.* — J. Q. A. Cushman.

EAST BOSTON HIGH SCHOOL. (BOYS AND GIRLS.)

Public Library Building, Paris and Meridian streets.

Master. — John F. Eliot. *Assistants.* — Lucy R. Beadle, Kate W. Cushing, Josiah P. Ryder, Abby C. Howes, Charles W. Gerould. *Janitor.* — Daniel S. Sweeney.

SPECIAL INSTRUCTORS.

DRAWING.

Henry Hitchings, *Director.*

PHYSICAL CULTURE.

Edward M. Hartwell, *Director.* Hartvig Nissen, *Assistant.*

MUSIC.

Henry G. Carey. Latin, Girls' Latin, English High, Girls' High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High Schools.

Hosea E. Holt. Normal, Rice, Wells, Eliot, Hancock, Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart, Bowdoin, Phillips Schools.

J. M. Mason. Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Brimmer, Quincy, Winthrop Schools.

James M. McLaughlin. Comins, Dearborn, Dudley, Dillaway, George Putnam, Hugh O'Brien, Lewis, Lowell, Martin, Agassiz, Bowditch, Charles Sumner, Mt. Vernon Schools.

Leonard B. Marshall. Prince, Dwight, Everett, Franklin, Hyde, Sherwin, Allston, Bennett, Edward Everett, Gibson, Harris, Mather, Minot, Henry L. Pierce, Stoughton, Tileston Schools.

MODERN LANGUAGES.

Charles H. Grandgent, *Director.*

Henri Morand, J. Frederick Stein, *Assistants.*

MILITARY DRILL.

Hobart Moore. Latin, English High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High Schools.

A. Dakin, *Armorer.*

SEWING.

C. L. Bigelow. Bowdoin, Prince Schools.
 Mrs. Sarah J. Bray. Frothingham, Harvard, Prescott Schools.
 Mrs. Annie E. Brazer. Lowell School.
 Mrs. Harriet E. Brown. Henry L. Pierce, Bailey street Schools.
 Helen L. Burton. Gibson, Lewis Schools.
 Mrs. Catherine J. Cadogan. Norcross School.
 Mrs. Eliza M. Cleary. Shurtleff School.
 Mrs. Susan M. Cousens. Chapman, Emerson Schools.
 Isabella Cumming. Winthrop School.
 Mrs. Kate A. Doherty. Hancock School.
 Martha F. French. Horace Mann School.
 Mrs. Olive C. Hapgood. George Putnam, Bowditch Schools.
 Mrs. Mary E. Jacobs. Dearborn, Hugh O'Brien Schools.
 Margaret A. Kelley, Hyde School.
 Lizzie S. Kenna. John A. Andrew School.
 Mary J. McEntyre. Norcross School.
 Catherine C. Nelson. Minot, Stoughton, Tileston Schools.
 Sarah H. Norman. Shurtleff, Winthrop Schools.
 Mary E. Patterson. Gaston School.
 Mrs. Elizabeth A. Power. Adams, Chapman, Emerson, Lyman Schools.
 M. Elizabeth Robbins. Adams School.
 Mrs. Martha A. Sargent. Everett School.
 Mrs. Julia A. Skilton. Bunker Hill, Prescott, Warren Schools.
 Mrs. Sarah A. Stall. Allston, Bennett Schools.
 Mrs. Frances E. Stevens. Wells School.
 Lizzie A. Thomas. Franklin School.
 Mrs. Emma A. Waterhouse. Dillaway School.
 Mrs. M. A. Willis. Edward Everett, Harris, Mather Schools.
 Ellen M. Wills. Charles Sumner, Mt. Vernon Schools.
 Esther L. Young. Martin School.

 FIRST DIVISION.

ADAMS SCHOOL. (BOYS AND GIRLS.)

Belmont square, East Boston.

Master. — Frank F. Preble. *Sub-Master.* — Joel C. Bolan. *1st Asst.* — Mary M. Morse. *2d Asst.* — Clara Robbins. *3d Assts.* — Ellenette Pillsbury, Lina H. Cook, Sarah E. McPhaill, Albertina A. Martin, Harriet Sturtevant, M. Luetta Choate, Jennie A. Mayer. *Janitor.* — Michael J. Burke.

PRIMARY SCHOOLS.

ADAMS SCHOOL, SUMNER STREET.

4th Assts. — Ellen M. Robbins, Jane A. Soutter.

WEBSTER-STREET SCHOOL.

2d Asst. — Anna E. Reed. *4th Assts.* — Emma W. Weston, Mary A. Palmer, Nellie B. Tucker. *Janitor.* — Mary Campbell.

CHAPMAN SCHOOL. (BOYS AND GIRLS.)

Eutaw Street, East Boston.

Master. — George R. Marble. *Sub-Master.* — Tilson A. Mead. *1st Assts.* — Annie M. Crozier, Jane F. Reid. *2d Assts.* — Maria D. Kimball, Sarah F. Tenney. *3d Assts.* — Angeline Crosby, Carrie M. Locke, Margaret B. Erskine, Lucy E. Woodwell, Mary E. Buffum, Kate L. Niland. *Janitor.* — James E. Burdakin.

PRIMARY SCHOOL.

TAPPAN SCHOOL, LEXINGTON STREET.

2d Asst. — Hannah E. Crafts. *4th Assts.* — Nellie F. Holt, Mary C. Hall, Marietta Duncan, Clara A. Otis, Calista W. McLeod. *Janitor.* — Henry A. Lewis.

EMERSON SCHOOL. (BOYS AND GIRLS.)

Prescott street, East Boston.

Master. — J. Willard Brown. *Sub-Master.* — Horatio D. Newton. *1st Assts.* — Mary A. Ford, Bernice A. DeMerritt. *2d Assts.* — Frances H. Turner, H. Elizabeth Cutter. *3d Assts.* — Mary D. Day, Helen M. Souther, Juliette J. Pierce, Emma I. Irving, Annie S. Hayward, Helen M. Slack. *Janitor.* — Edward S. Chessman.

ORIENT HEIGHTS.

3d Assts. — Fannie O. Bartlett, Mary E. Sullivan.

PRIMARY SCHOOLS.

EMERSON SCHOOL, PRESCOTT STREET.

4th Assts. — Hannah L. Manson, Almaretta J. Critchett, Abby D. Beale.

NOBLE SCHOOL, PRINCETON STREET.

2d Asst. — Mary E. Plummer. *4th Assts.* — Margaret A. Bartlett, Elizabeth A. Turner, Harriette E. Litchfield, Susan A. Slavin, Lizzie M. Morrissey. *Janitor.* — George J. Merritt.

ORIENT HEIGHTS.

4th Asst. — Caroline E. Nutter.

BENNINGTON-STREET CHAPEL.

4th Asst. — Charlotte G. Ray.

LYMAN SCHOOL. (BOYS AND GIRLS.)

Corner Paris and Decatur streets, East Boston.

Master. — Augustus H. Kelley. *Sub-Master.* — Herbert L. Morse. *1st Assts.* — Cordelia Lothrop, Eliza F. Russell. *2d Assts.* — Mary A. Turner, Amelia H. Pitman. *3d Assts.* — Mary P. E. Tewksbury, Ida E. Halliday, Sibylla A. Bailey, Fanny M. Morris, Clara B. George, Mary E. Morse, Mabel F. Wilkins, Emma M. Bates, Lillian S. Plummer. *Janitor.* — William G. Riordan.

PRIMARY SCHOOLS.

AUSTIN SCHOOL, PARIS STREET.

2d Asst. — Anna I. Duncan. *4th Assts.* — Fidelia D. Merrick, Josephine A. Ayers, Lena E. Synette, Mary E. Williams. *Janitor.* — Mrs. Ellen Higginson.

WEBB SCHOOL, PORTER STREET.

2d Asst. — Nellie M. Porter. *4th Assts.* — Mary L. Sweeney, Mary F. Simmons. *Janitor.* — Mrs. Matilda Davis.

SECOND DIVISION.

BUNKER HILL SCHOOL. (BOYS AND GIRLS.)

Baldwin street. Charlestown.

Master. — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Abby P. Josselyn, Harriet H. Norcross. *2d Assts.* — Mary E. Minter, Angelia M. Knowles. *3d Assts.* — Ida O. Hurd, Annie F. McMahon, Clara B. Brown, Eleanor S. Wolff, Ruth C. Mills, Anna M. Prescott, Cora V. George, Charlotte E. Seavey, Kate C. Thompson. *Janitor.* — G. H. Gibbs.

PRIMARY SCHOOLS.

HAVERHILL-STREET SCHOOL.

4th Assts. — Mary S. Thomas, Annie B. Hunter. *Janitor.* — Margaret O'Brien.

BUNKER HILL-STREET SCHOOL, COR. CHARLES STREET.

2d Asst. — Elizabeth B. Norton. *4th Assts.* — Mary E. Flanders, Sarah A. Smith, Carrie M. Arnold, Effie G. Hazen, Jennie F. White, Ada E. Bowler, Mary D. Richardson. *Janitor.* — Josiah C. Burbank.

MURRAY CHAPEL, BUNKER HILL STREET.

4th Assts. — Kate C. Brooks, Ella L. Thompson. *Janitor.* — Samuel C. Smith.

FROTHINGHAM SCHOOL. (BOYS AND GIRLS.)

Corner of Prospect and Edgeworth streets, Charlestown.

Master. — William B. Atwood. *Sub-Master.* — James E. Hayes. *1st Assts.* — Charlotte E. Camp, Bial W. Willard. *2d Assts.* — Arabella P. Moulton, Sarah H. Nowell. *3d Assts.* — Ellen R. Stone, Margaret J. O'Hea, Jennie E. Tobey, Ellen A. Chapin, Mary Colesworthy, Cecelia A. Kelley, Susan T. Dundon. *Janitor.* — Warren J. Small.

PRIMARY SCHOOLS.

FROTHINGHAM SCHOOL, PROSPECT STREET.

4th Assts. — Persis M. Whittemore, Martha Yeaton, Mary E. Corbett, Florence G. Morse.

MOULTON-STREET SCHOOL.

4th Assts. — Nellie L. Cullis, Louisa W. Huntress, Mary E. Delaney, Fannie M. Lamson. *Janitor.* — Jeremiah F. Horrigan.

FREMONT-PLACE SCHOOL.

4th Asst. — Abbie C. McAuliffe. *Janitor.* — Mrs. Mary Watson.

HARVARD SCHOOL. (BOYS AND GIRLS.)

Devens street, Charlestown.

Master. — W. E. Eaton. *Sub-Master.* — Darius Hadley. *1st Assts.* — Sarah E. Leonard, Mary A. Lovering. *2d Assts.* — Abbie M. Libby, Julia

E. Harrington. *3d Assts.* — Elizabeth W. Allen, Ida B. Nute, Amy R. Chapman, Sarah J. Perkins, Cally E. Gary, Annie E. O'Connor, Mary E. Kelley, Olive J. Sawyer, Myra F. Towle. *Janitor.* — Frances A. Hewes.

PRIMARY SCHOOLS.

HARVARD-HILL SCHOOL.

2d Asst. — Fannie A. Foster. *4th Assts.* — Grace A. Bredeen, Louisa A. Whitman, Elizabeth F. Doane, Elizabeth R. Cormier, Lana J. Wood, Sarah J. Worcester, Elizabeth G. Desmond. *Janitor.* — L. H. Hayward.

COMMON-STREET SCHOOL.

4th Assts. — Catherine C. Brower, Elizabeth R. Brower, Agnes A. Herlihy, Theresa G. Power. *Janitor.* — L. H. Haywood.

PRESCOTT SCHOOL. (BOYS AND GIRLS.)

Elm street, Charlestown.

Master. — Edwin T. Horne. *Sub-Master.* — William H. Furber. *1st Asst.* — Belle P. Winslow. *2d Asst.* — Mary C. Sawyer. *3d Assts.* — Julia C. Powers, Lydia A. Nason, Elizabeth J. Farnsworth, Francis A. Craigen, Julia F. Sawyer, M. Lizzie Mailman, Minne E. Ward, Nellie J. Breed. *Janitor.* — Thomas Merritt.

PRIMARY SCHOOLS.

POLK-STREET SCHOOL.

4th Assts. — Mary E. Franklin, Hattie L. Todd, Alice Simpson, Elizabeth J. Doherty, Lizzie Simpson. *Janitor.* — Walter I. Sprague.

MEDFORD-STREET SCHOOL.

4th Assts. — Lydia E. Hapenny, Ruphine A. Morris. *Janitor.* — Mrs. Catherine C. Smith.

WARREN SCHOOL. (BOYS AND GIRLS.)

Corner of Pearl and Summer streets, Charlestown.

Master. — E. B. Gay. *Sub-Master.* — Edward Stiekney. *1st Assts.* — Sarah M. Chandler, Elizabeth Swords. *2d Assts.* — Anna D. Dalton, Ellen A. Pratt. *3d Assts.* — Mary F. Haire, Marietta F. Allen, Abby E. Holt, Alice M. Raymond, Alice Hall, Mary E. Pierce, Anna M. Pond, Katharine A. Sweeney. *Janitor.* — John P. Swift.

PRIMARY SCHOOLS.

WARREN SCHOOL, PEARL STREET.

4th Asst. — Caroline E. Osgood.

CROSS-STREET SCHOOL.

4th Assts. — Mary F. Kittridge, Fannie L. Osgood. *Janitor.* — Alice M. Lyons.

MEAD-STREET SCHOOL.

4th Assts. — M. Josephine Smith, Cora A. Wiley, Carrie F. Gammell, Abby G. Grandison, Jessie G. Paine. *Janitor.* — James Shute.

THIRD DIVISION.

BOWDOIN SCHOOL. (GIRLS.)

Myrtle street.

Master. — Alonzo Meserve. *1st Assts.* — Sarah R. Smith, Mary Young, James W. Webster. *2d Asst.* — S. Frances Perry. *3d Assts.* — Eliza A. Fay, Irene W. Wentworth, Dora E. Pitcher, Ella L. Macomber, Martha T. O'Hea, E. Laura Tilden. *Janitor.* — James Hamilton.

PRIMARY SCHOOLS.

SOMERSET-STREET SCHOOL.

4th Assts. — Sarah E. Brown, Mabel West, Clara J. Reynolds. *Janitor.* — Mary A. Maguire.

SHARP SCHOOL, ANDERSON STREET.

2d Asst. — Elizabeth R. Preston. *4th Assts.* — Mary E. O'Leary, Harriet L. Smith, Julia G. L. Morse. *Janitor.* — Henry Randolph.

ELIOT SCHOOL. (BOYS.)

North Bennet street.

Master. — Samuel Harrington. *Sub-Masters.* — Granville S. Webster, Benjamin J. Hinds, John J. Sheehan. *1st Asst.* — Frances M. Bodge. *2d Asst.* — Adolin M. Steele. *3d Assts.* — Kate L. Dodge, Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Mary E. Hanney, Isabel R. Haskins, Annie M. H. Gillespie, Elizabeth C. Harding, Agnes C. Moore, Catherine J. Cunningham, Mary E. Abercrombie. *Janitor.* — P. J. Riordan.

WARE SCHOOL, NORTH BENNET STREET.

3d Assts. — Genevieve C. Roach, Margaret E. Dacey, Rose A. Carrigan.
Janitor. — Wm. Swanzey.

FORMORT SCHOOL, SNELLING PLACE.

3d Assts. — Mary V. Cunningham, M. Persis Taylor.

PRIMARY SCHOOLS.

FORMORT SCHOOL, SNELLING PLACE.

2d Asst. — Rosa M. E. Reggio. *4th Assts.* — Sophia E. Krey, M. Elizabeth McGinley, Sylvia A. Richards. *Janitor.* — Wm. Swanzey.

FREEMAN SCHOOL, CHARTER STREET.

2d Asst. — Juliette Davis. *4th Assts.* — A. Augusta Coleman, Nellie G. Murphy, Marcella E. Donegan, Harriet E. Lampee. *Janitor.* — Bartholomew S. O'Dowd.

HANCOCK SCHOOL. (GIRLS.)

Parmenter street.

Master. — Lewis H. Dutton. *1st Assts.* — Ellen B. Sawtelle, Amy E. Bradford. *2d Assts.* — Josephine M. Robertson, Katherine E. Gillespie. *3d Assts.* — Helen M. Hitchings, Susan E. Mace, Honora T. O'Dowd, Elizabeth A. Fisk, Margaret A. M. O'Dowd, Margaret A. Nichols, Agnes L. Dodge, Emma L. Mitchell. *Janitor.* — Joseph P. Fleming.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

2d Asst. — Theresa M. Gargan. *4th Assts.* — Harriet M. Fraser, Mary L. Desmond, Mary G. Ruxton, Mary J. Clark, Marcella C. Halliday, Henrietta Thompson, Matilda F. Bibbey, Esther W. Gilman, Julia E. Collins, Florence E. Phillips, Annie R. Dolan, Catherine W. Fraser, Mary J. Murray, Annie M. Niland. *Janitor.* — H. C. Mahoney.

INGRAHAM SCHOOL, SHEAFE STREET.

4th Assts. — Josephine B. Silver, Lucy M. A. Moore. *Janitor.* — Mary McDermott.

PHILLIPS SCHOOL. (BOYS.)

Phillips street.

Master. — Elias H. Marston. *Sub-Masters.* — Edward P. Shute, Herbert S. Weaver. *1st Asst.* — Nellie M. Whitney. *2d Asst.* — Adeline F. Cut-

ter. *3d Assts.* — Alice L. Lanman, Ruth E. Rowe, Sarah W. I. Copeland, Martha A. Knowles, Louise H. Hinckley, Eunice J. Simpson, Helen M. Coolidge, Emeline C. Farley, Mary E. Towle, Katharine A. Burns, Julia F. Holland. *Janitor.* — Jeremiah W. Murphy.

PRIMARY SCHOOLS.

GRANT SCHOOL, PHILLIPS STREET.

4th Assts. — Mary J. Leahy, Annie P. Elwell. *Janitor.* — Mrs. Catherine O'Sullivan.

BALDWIN SCHOOL, CHARDON COURT.

2d Asst. — Jennie A. Dodson. *4th Assts.* — Elizabeth K. Bolton, Mary L. Bibbey, Margaret D. Mitchell, Angie P. S. Andrews. *Janitor.* — William Swanzey.

WELLS SCHOOL. (GIRLS.)

Corner Blossom and McLean streets.

Master. — Orlando W. Dimick. *1st Assts.* — Ella F. Inman, Emeline E. Durgin. *2d Asst.* — Hattie A. Watson. *3d Assts.* — Ellen F. Jones, Susan R. Gifford, Mary M. Perry, Lizzie F. Stevens, Eliza A. Freeman, Elizabeth Campbell, Hattie C. Leatherbee. *Janitor.* — James Martin.

WINCHELL SCHOOL, BLOSSOM STREET.

3d Asst. — Adelaide E. Badger.

PRIMARY SCHOOLS.

WINCHELL SCHOOL, BLOSSOM STREET.

2d Asst. — Sarah G. Fogarty. *4th Assts.* — Lulu A. L. Hill, Helen M. Graves, Kate Wilson, Mary E. Ames, Lillian W. Prescott, Louise W. Betts, Lelia L. Rand, Nellie M. Durgin. *Janitor.* — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

2d Asst. — Mary F. Gargan. *4th Assts.* — Georgia G. Barstow, Jeannette A. Nelson, Mary A. Collins, Adelaide A. Rea, Alicia I. Collison. *Janitor.* — Mrs. B. F. Bradbury.

FOURTH DIVISION.

BRIMMER SCHOOL. (Boys.)

Common street.

Master. — Quincy E. Dickerman. *Sub-Masters.* — T. Henry Wason, Gustavus F. Guild. *1st Asst.* — Rebecca L. Duncan. *2d Asst.* — Ella L. Burbank. *3d Assts.* — Lilla H. Shaw, Josephine Garland, Sarah J. March, Helen L. Bodge, Sarah E. Adams, Mary A. Carney, Elizabeth A. Noonan, Mary E. W. Hagerty, Eliza E. Foster, James Burrier, Emma A. Gordon. *Janitor.* — George W. Fogg.

PRIMARY SCHOOLS.

STARR KING SCHOOL, TENNYSON STREET.

4th Assts. — Mary E. Tiernay, Alice Patten. *Janitor.* — Allen McLeod.

SKINNER SCHOOL, CORNER FAYETTE AND CHURCH STREETS.

2d Asst. — Edith L. Stratton. *4th Assts.* — Emma F. Burrill, Emily B. Burrill, Mary E. Whitney, Elizabeth G. Cahill, Mary E. Collins. *Janitor.* — Michael Ring.

PRINCE SCHOOL. (BOYS AND GIRLS.)

Newbury street, corner of Exeter street.

Master. — E. Bentley Young. *Sub-Master.* — Seth Sears. *1st Asst.* — Mary Wilson. *2d Asst.* — Luthera W. Bird. *3d Assts.* — Kate C. Martin, Alice M. Diekey, Annie C. Murdock, M. Louise Fynes, Kate A. Raycroft, Clara E. Fairbanks, Laura M. Kendrick. *Janitor.* — Thomas F. Durkin.

PRIMARY SCHOOL.

PRINCE SCHOOL, EXETER STREET.

4th Assts. — Minnie R. Leavitt, E. Isabelle Bense, Katherine L. Campbell, Laura K. Hayward.

QUINCY SCHOOL. (Boys.)

Tyler street.

Master. — Alfred Bunker. *Sub-Masters.* — Frank F. Courtney, George R. Keene. *1st Asst.* — Mary L. Holland. *2d Asst.* — Harriette A. Bettis.

3d Assts. — Bridget A. Foley, Ida H. Davis, Emily B. Peck, Emma F. Colomy, Ellen L. Collins, Angie C. Damon, Margaret E. Carey. *Janitor.* — James Daley.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

2d Asst. — Hannah E. G. Gleason. *4th Assts.* — Kate A. Kiggen, Octavia C. Heard.

WAY-STREET SCHOOL.

4th Assts. — Maria A. Callanan, Mary E. Conley, Abbie E. Batchelder. *Janitor.* — Thomas B. Brennick.

ANDREWS SCHOOL, GENESEE STREET.

4th Assts. — Emily E. Maynard, Harriet M. Bolman, Ann T. Corliss. *Janitor.* — Thomas B. Brennick.

HUDSON-STREET SCHOOL.

4th Assts. — Kate L. Wilson, Julia A. McIntyre. *Janitor.* — Ellen McCarthy.

WINTHROP SCHOOL. (GIRLS.)

Tremont street, near Eliot street.

Master. — Robert Swan. *1st Assts.* — Susan A. W. Loring, May Gertrude Ladd. *2d Assts.* — Emma K. Valentine, Katherine K. Marlow, Margaret T. Wise, Mary L. H. Gerry. *3d Assts.* — Ellen M. Underwood, Adelaide M. Odiorne, Mary G. Harkins, Caroline S. Crozier, Carrie Merrill, Mary A. Murphy, Louise K. Hopkinson, Mary E. Barstow, Helen E. Hilton. *Janitor.* — A. H. B. Little.

STARR-KING SCHOOL, TENNYSON STREET.

2d Asst. — Mary T. Foley. *Janitor.* — Allen McLeod.

PRIMARY SCHOOL.

TYLER-STREET SCHOOL.

2d Asst. — Amelia E. N. Treadwell. *4th Assts.* — Mary A. Reardon, Maria J. Coburn, Priscilla Johnson, Mary E. Noonan, Marian A. Flynn, Emma I. Baker, Mary A. B. Gore. *Janitor.* — Nancy Ryan.

FIFTH DIVISION.

DWIGHT SCHOOL. (Boys.)

West Springfield street.

Master. — James A. Page. *Sub-Masters.* — J. Langdon Curtis, Henry C. Parker. *1st Asst.* — Ruth G. Rich. *2d Asst.* — Mary C. R. Towle. *3d Assts.* — Nellie L. Shaw, Mary E. Trow, Georgiana Benjamin, Isabelle H. Wilson, Mary L. Farrington, Isabella G. Bonnar, Sarah C. Fales, Clara P. Wardwell, Emma A. Child. *Janitor.* — William H. Johnson.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

2d Asst. — Martha B. Lucas. *4th Assts.* — Emma F. Gallagher, Delia L. Viles. *Janitor.* — George W. Marsh.

BATES SCHOOL, HARRISON AVENUE.

2d Asst. — Agnes J. Cushman. *4th Assts.* — Cora F. Plummer, Eva L. Munroe, Miriam Sterne, Mary E. O'Brien, Sara Mock, Annie J. O'Brien. *Janitor.* — James L. Williams.

EVERETT SCHOOL. (GIRLS.)

West Northampton street.

Master. — Walter S. Parker. *1st Assts.* — Janet M. Bullard, Eliza M. Evert. *2d Assts.* — Emily F. Marshall, Susan S. Foster, Lucy W. Eaton. *3d Assts.* — Abby C. Haslet, Ann R. Gavett, Sarah L. Adams, Ruth H. Clapp, Evelyn E. Morse, Sara W. Wilson, Anna E. Grover, Mary H. Gibbons, Elizabeth E. Hough, M. Elizabeth Lewis. *Janitor.* — Edward Bannon.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

2d Asst. — Eliza C. Gould. *4th Assts.* — Frances W. Sawyer, Mary H. Downe, Adelaide B. Smith, Hannah M. Coolidge, Alice E. Stevens, Florence A. Perry, Nellie G. McElwain, Marguerite J. Flynn, Margaret H. Manning, Bertha Bamber. *Janitor.* — Annie Nugent.

FRANKLIN SCHOOL. (GIRLS.)

Ringgold street.

Master. — Granville B. Putnam. *1st Assts.* — Jennie S. Tower, Isabella M. Harmon. *2d Assts.* — Margaret J. Crosby, P. Catharine Bradford, Maude G. Hopkins, Octavia L. Cram. *3d Assts.* — Roxanna W. Longley, Mary A. Mitchell, Annie E. L. Parker, Annie G. Merrill, Sarah N. Macomber, Ida M. Mitchell, Marietta S. Murch, Lillian S. Bourne, Abby A. Hayward. *Janitor.* — John S. Kriebs.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

2d Asst. — Harriet M. Faxon. *4th Assts.* — Georgianna E. Abbott, Affie T. Wier, Jennie M. Plummer, Kate R. Hale. *Janitor.* — Mary A. Daly.

WAIT SCHOOL, SHAWMUT AVENUE.

2d Asst. — Josephine G. Whipple. *4th Assts.* — Georgiana A. Ballard, Emma E. Allin, C. Josephine Bates, Kate R. Gookin, Jennie E. Haskell, Ettie M. Smith. *Janitor.* — Mansfield Harvell.

HYDE SCHOOL. (GIRLS.)

Hammond street.

Master. — Silas C. Stone. *1st Assts.* — Mary E. Parsons, Lucy L. Burgess. *2d Assts.* — Ester Fletcher, E. Elizabeth Boies. *3d Assts.* — Alice G. Maguire, Caroline K. Nickerson, Isabel G. Winslow, Etta Yerdon, Jane Reid, Helen Perry, Sarah R. Wentworth, Ada M. Fitts. *Janitor.* — Thomas J. Kinney.

PRIMARY SCHOOL.

WESTON-STREET SCHOOL.

2d Asst. — Annie G. Fillebrown. *4th Assts.* — Mary E. Cogswell, Mary G. Murphy, Rose A. Mitchell, Delia E. Cunningham, Louise A. Kelley, Abby M. Thompson, Carrie M. Bayley, Celia Bamber. *Janitor.* — Patrick F. Higgins.

SHERWIN SCHOOL. (BOYS.)

Madison square.

Master. — Frank A. Morse. *Sub-Masters.* — Frederick L. Owen, E. Emmons Grover. *1st Asst.* — Elizabeth B. Walton. *2d Asst.* — Alice T.

Kelley. *3d Assts.* — Emma T. Smith, Adella L. Baldwin, Mary E. T. Healy, Nellie F. Brazer, Mary B. Chaloner, Mary F. Roome, Elizabeth G. Dowd. *Janitor.* — Joseph G. Scott.

PRIMARY SCHOOLS.

SHERWIN SCHOOL.

4th Assts. — Annie E. Walcutt, Emma L. Peterson, Sarah E. Gould, Nellie H. Crowell.

AVON-PLACE SCHOOL.

4th Assts. — Abby E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A. Perry. *Janitor.* — Charles H. Stephan.

DAY'S CHAPEL.

4th Asst. — Rose E. Conaty.

SIXTH DIVISION.

BIGELOW SCHOOL. (Boys.)

Fourth street, corner E street, South Boston.

Master. — Frederic H. Ripley. *Sub-Masters.* — J. Gardner Bassett, F. Morton King. *1st Asst.* — Amelia B. Coe. *2d Assts.* — Ellen Coe, Mattie A. Goodrich. *3d Assts.* — Eliza B. Haskell, Mary Nichols, Malvena Tenney, Stella A. Hale, Catherine H. Cook, Angeline S. Morse, Kittie A. Learned, Sabina G. Sweeney. *Janitor.* — Samuel P. Howard.

HAWES HALL, BROADWAY.

3d Asst. — Cara W. Hanscom. *Janitor.* — Joanna Brennan.

PRIMARY SCHOOLS.

HAWES HALL, BROADWAY.

2d Asst. — Ann J. Lyon. *4th Assts.* — Ida M. Condon, Sarah D. McKissick, Mary L. Bright, Ella F. Fitzgerald, Josephine B. Cherrington, Margarette H. Price, Annie S. McKissick, Mary L. Howard. *Janitor.* — Joanna Brennan.

SIMONDS SCHOOL, BROADWAY.

4th Assts. — Elizabeth M. Mann, Emily T. Smith, Julia G. Leary. *Janitor.* — Joanna Brennan.

FOURTH-STREET SCHOOL.

4th Asst. — Kate A. Coolidge. *Janitor.* — Matthew G. Worth.

GASTON SCHOOL. (GIRLS.)

L street, corner of E. Fifth street, South Boston.

Master. — Thomas H. Barnes. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *2d Asst.* — Carrie M. Kingman. *3d Assts.* — Emogene F. Willett, Ellen R. Wyman, Clara A. Sharp, Mary B. Barry, Emma M. Sibley, Margaret Cunningham, Carrie A. Harlow, Josephine A. Powers, Mary S. Laugh-ton. *Janitor.* — Albion Elwell.

PRIMARY SCHOOLS.

GASTON SCHOOL, L STREET.

4th Assts. — S. Lila Huckins, Jennie G. Carmichael, M. Isabel Harrington.

BENJAMIN POPE SCHOOL, O STREET.

2d Asst. — Ella R. Johnson. *4th Assts.* — Susan Frizzell, Carrie W. Haydn, Lelia R. Haydn, Mary E. Dee, Isabella J. Murray. *Janitor.* — Charles Carr.

JOHN A. ANDREW SCHOOL. (BOYS AND GIRLS.)

Dorchester street, South Boston.

Master. — Joshua M. Dill. *Sub-Master.* — Edgar A. Raub. *1st Assts.* — Frank M. Weis, Emma M. Cleary. *2d Assts.* — Henrietta L. Dwyer, Mary E. Perkins. *3d Assts.* — Annie L. Clapp, Mary L. Fitzgerald, Ella I. Cass, Lucy M. Marsh, Emma C. Stuart, Agnes M. Cochran, May J. Cunningham, Alice T. Cornish, Bertha E. Miller. *Janitor.* — Thomas Buckner.

PRIMARY SCHOOL.

TICKNOR SCHOOL, DORCHESTER STREET.

2d Asst. — Mary A. Jenkins. *4th Assts.* — Sarah E. Ferry, Caroline W. Walsh, Alice L. Littlefield, Lizzie Ordway, Alice P. Howard, Emily F. Hodsdon, Sadie E. Welch, Grace L. Tucker, Grace E. Holbrook, Annie M. Driscoll. *Janitor.* — Alexander McKinley.

LAWRENCE SCHOOL. (Boys.)

Corner B and Third streets, South Boston.

Master. — Amos M. Leonard. *Sub-Masters.* — Augustus D. Small, George S. Houghton. *1st Asst.* — Emma P. Hall. *2d Asst.* — Cora S. Locke. *3d Assts.* — Isabella F. Crapo, Nellie R. Grant, Kate Haushalter, Mary J. Buckley, Margaret A. Gleason, Mary A. Conroy, Mary A. Montague, Mary E. McMann, Agnes G. Gilfether. *Janitor.* — William F. Griffin.

MATHER SCHOOL, BROADWAY.

Sub-Master. — Edward H. Cobb. *3d Assts.* — M. Louise Gillett, Ellen E. Leary, Margaret A. Moody. *Janitor.* — Thomas Boswell.

PRIMARY SCHOOLS.

MATHER SCHOOL, BROADWAY.

2d Asst. — Sarah E. Lakeman. *4th Assts.* — Margaret M. Burns, Ada A. Bradeen, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn. *Janitor.* — Thomas Boswell.

PARKMAN SCHOOL, SILVER STREET.

2d Asst. — Martha S. Damon. *4th Assts.* — Laura S. Russell, Amelia McKenzie, Carrie T. Hale, Elizabeth J. Andrews. *Janitor.* — Michael Murray.

HOWE SCHOOL, FIFTH STREET, BETWEEN B AND C.

2d Asst. — Mary W. Bragdon. *4th Assts.* — Emma Britt, Henrietta Nichols, Sarah M. Brown, Marie F. Keenan, Minnie E. T. Shine, Annie L. Treanor. *Janitor.* — George D. Rull.

LINCOLN SCHOOL. (Boys.)

Broadway, near K street, South Boston.

Master. — Maurice P. White. *Sub-Master.* — Henry H. Kimball. *1st Asst.* — Martha F. Wright. *2d Asst.* — Sarah A. Curran. *3d Assts.* — Vodisa J. Comey, Louis A. Pieper, S. Josephine Lavery, Helen S. Henry, Hannah L. Manson, Mary H. Faxon, Emma L. Stokes, Ellen A. McMahon. *Janitor.* — Joseph S. Luther.

PRIMARY SCHOOL.

TUCKERMAN SCHOOL, FOURTH STREET.

2d Asst. — Elizabeth M. Easton. *4th Assts.* — Mary A. Crosby, Frances A. Cornish, Annie E. Somes, Laura L. Newhall, Ellen V. Courtney. *Janitor.* — A. D. Bickford.

NORCROSS SCHOOL. (GIRLS.)

Corner of D and Fifth streets, South Boston.

Master. — Fred O. Ellis. *1st Assts.* — Mary J. Fennelly, Caroline Bernhard. *2d Assts.* — Sarah A. Gallagher, Juliette Wyman, Juliette Smith. *3d Assts.* — Mary E. Downing, Maria L. Nelson, Mary R. Roberts, Emma L. Eaton, Emma F. Crane, Helen E. Hobbs, Julia S. Dolan, Ellen T. Noonan, Mary E. Bernhard. *Janitor.* — Samuel T. Jeffers.

PRIMARY SCHOOLS.

DRAKE SCHOOL, THIRD STREET.

2d Asst. — Nellie J. Cashman. *4th Assts.* — Fannie W. Hussey, Abbie C. Nickerson, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — Patrick Mullen.

CYRUS ALGER SCHOOL.

2d Asst. — Ann E. Newell. *4th Assts.* — Mary G. A. Toland, Hattie L. Rayne, Emma F. Gallagher, Alice W. Baker, Hannah L. McGlinchey, Martha G. Buckley, Jennie A. Mullaly. *Janitor.* — James M. Demeritt.

SHURTLEFF SCHOOL. (GIRLS.)

Dorchester street, South Boston.

Master. — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *2d Assts.* — Catharine A. Dwyer, Emeline L. Tolman, Martha E. Morse. *3d Assts.* — Jane M. Bullard, Winnifred C. Folan, Roxanna N. Blanchard, Harriet S. Howes, Edith A. Pope Marion W. Rundlett, Annie L. Scallan, Isabel L. Marlow. *Janitor.* — James Mitchell.

PRIMARY SCHOOL.

CLINCH SCHOOL, F STREET.

2d Asst. — Lucy A. Dunham. *4th Assts.* — Mary E. Morse, Alice C. Ryan, Alice G. Dolbeare, Catherine E. McDonald, Lottie B. Lucas.
Janitor. — Michael E. Brady.

THOMAS N. HART SCHOOL. (Boys.)

H, corner of East Fifth street, South Boston.

Master. — Alonzo G. Ham. *Sub-Master.* — John F. Dwight. *1st Asst.* — Margaret J. Stewart. *2d Asst.* — Sarah M. Tripp. *3d Asst.* — Jennie F. McKissick, Mary B. Powers, Emma J. Channell, Anastasia G. Hyde, L. Idalia Provan, Bertha Peirce. *Janitor.* — Nathan Gray. ⁶

PRIMARY SCHOOLS.

THOMAS N. HART SCHOOL, H STREET.

4th Assts. — Lura M. Power, Evelyn M. Condon.

CAPEN SCHOOL, COR. OF I AND SIXTH STREETS.

2d Asst. — Mary E. Powell. *4th Assts.* — Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Fannie G. Patten, S. Louella Sweeny, Florence Harlow. *Janitor.* — A. D. Bickford.

SEVENTH DIVISION.

COMINS SCHOOL. (BOYS AND GIRLS.)

Tremont street, corner of Terrace street, Roxbury.

Master. — Myron T. Pritchard. *Sub-Master.* — William H. Martin. *1st Assts.* — Sarah E. Lovell, Elizabeth G. Melcher. *2d Asst.* — Almira W. Chamberline. *3d Assts.* — Ervinia Thompson, Penelope G. Hayes, Caroline A. Gragg, Alice A. Sanborn, Martha A. Cummings, Jane E. Gornley, Mary E. Crosby, Margaret A. McGuire. — *Janitor.* — George S. Hutchinson.

PRIMARY SCHOOL.

PHILLIPS-STREET SCHOOL.

2d Asst. — Anna R. McDonald. *4th Assts.* — Sarah E. Haskins, Lizzie P. Brewer, Sarah B. Bancroft, Sabina Egan, Marcella M. Ryan. *Janitor.* — Thomas F. Whalen.

DEARBORN SCHOOL. (BOYS AND GIRLS.)

Dearborn place, Roxbury.

Master. — Charles F. King. *Sub-Master.* — Alanson H. Mayers. *1st Assts.* — Lily B. Atherton, Philena W. Rounseville. *2d Assts.* — Martha D. Chapman, Frances L. Breeden. *3d Assts.* — Catherine M. Lynch, Anne M. Backup, Mary F. Walsh, Ida M. Presby, Abby W. Sullivan, Lizzie M. Wood, Alice W. Emerson, Helen Doherty. *Janitor.* — Michael J. Lally.

PRIMARY SCHOOLS.

YEOMAN-STREET SCHOOL.

2d Assts. — Mary A. P. Cross. *4th Assts.* — Susan F. Rowe, Ellen M. Oliver, Mary E. Nason, Ada L. McKean, Louise D. Gage, Kate A. Nason, Alice W. Peaslee, Mary E. Connor. *Janitor.* — James Craig.

EUSTIS-STREET SCHOOL.

2d Asst. — Mary F. Neale. *4th Assts.* — M. Agnes Murphy, Mary K. Wallace, Emma L. Merrill. *Janitor.* — Mrs. Mary Tracy.

DILLAWAY SCHOOL. (GIRLS.)

Kenilworth street, Roxbury.

Principal. — Sarah J. Baker. *1st Assts.* — Eldora A. Pickering, Jane S. Leavitt, Elizabeth M. Blackburn. *2d Assts.* — Mary C. Whippey, Abby M. Clark. *3d Assts.* — Cordelia G. Torrey, Lydia G. Wentworth, Eliza Brown, Helen C. Mills, Mary S. Sprague, Mary L. Gore, Alice E. Robinson. *Janitor.* — Luke Riley.

PRIMARY SCHOOLS.

BARTLETT-STREET SCHOOL.

2d Asst. — Anna M. Balch. *4th Assts.* — Anna M. Stone, Celia A. Scribner, Elizabeth Palmer, Agnas A. Watson. *Janitor.* — Thomas Colligan.

THORNTON-STREET SCHOOL.

4th Assts. — Alice C. Grundel, Mary L. Shepard. *Janitor.* — Erick Erickson.

DUDLEY SCHOOL. (BOYS.)

Corner of Dudley and Putnum streets, Roxbury.

Master. — Leverett M. Chase. *Sub-Masters.* — Augustine L. Rafter, Walter A. Robinson. *1st Asst.* — Mary McSkimmon. *2d Asst.* — Harriet

Harriet E. Davenport. *3d Assts.* — Mary H. Cashman, Ruth H. Brady, Margaret T. Dooley, M. Alice Kimball, Amanda E. Henderson, Edith F. Parry, Ida S. Hammerle, Maria E. Wood, Abby S. Hapgood, Frances Zirngibel. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

VERNON-STREET SCHOOL.

2d Asst. — Alice L. Williams. *4th Assts.* — Mary A. Brennan, Lucy G. M. Card, Mary I. Chamberlin, L. Addie Colligan, Edith Hovey. *Janitor.* — Mrs. Kelley.

ROXBURY-STREET SCHOOL.

2d Asst. — Helen P. Hall. *4th Assts.* — Lizzie F. Johnson, Hattie A. Littlefield, Delia T. Killion, Ella M. Seaverns, Kate F. Lyons, Sarah E. Rumrill. *Janitor.* — S. B. Pierce.

GEORGE PUTNAM SCHOOL. (BOYS AND GIRLS.)

Seaver street, Roxbury.

Master. — Henry L. Clapp. *1st Asst.* — Katherine W. Huston. *2d Asst.* — Alice E. Farrington. *3d Assts.* — Maria F. Bray, Ellen E. Leach, Annie G. D. Ellis, Emma R. Gragg, Blanche A. Morrill. *Janitor.* — Luke Kelley.

PRIMARY SCHOOL.

GEORGE PUTNAM SCHOOL, SEAVER STREET.

4th Assts. — Alice M. May, Isabel Shove, Josephine L. Goddard, Amoritta E. Esilman.

HUGH O'BRIEN SCHOOL. (BOYS AND GIRLS.)

Corner of Dudley and Langdon streets, Roxbury.

Master. — John R. Morse. *Sub-Master.* — Abram T. Smith. *1st Assts.* — L. Anna Dudley, Margaret Holmes. *2d Assts.* — Helen F. Brigham, Helen M. Hills. *3d Assts.* — Abbie L. Baker, Ellen F. A. Hagerty, Sarah H. Hosmer, Sarah W. Loker, Maria L. Mace, Mary J. Mohan, Esther M. Meserve, Katharine J. Keefe, Esther E. McGrath. *Janitor.* — Thomas J. Gill.

PRIMARY SCHOOLS.

GEORGE-STREET SCHOOL.

2d Asst. — Mary M. Sherwin. *4th Assts.* — Abby S. Oliver, Emily M. Pevear, Sarah S. Burrell, Bridget E. Scanlan. *Janitor.* — Samuel S. McClennan.

HOWARD-AVENUE SCHOOL.

2d Asst. — Elizabeth R. Wallis. *4th Assts.* — Annie W. Ford, Mary W. Carrier, Matilda Mitchell, Isabella L. Bissett. *Janitor.* — Samuel S. McClennan.

MOUNT PLEASANT-AVENUE SCHOOL.

4th Assts. — Adaline Beal, Eloise B. Wolcott. *Janitor* — Catherine Dignon.

LEWIS SCHOOL. (BOYS AND GIRLS.)

Corner of Dale and Sherman streets, Roxbury.

Master. — William L. P. Boardman. *Sub-Master.* — Henry B. Hall, *1st Assts.* — Sarah E. Fisher, Alice O'Neil. *2d Assts.* — Amanda Pickering, Ellen M. Murphy. *3d Assts.* — Kate M. Groll, Martha C. Gerry, Mary H. Thompson, Mary E. Howard, Mary E. Very, Grace M. Clark, Grace L. Sherry. *Janitor.* — Antipas Newton.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

2d Asst. — Frances N. Brooks. *4th Assts.* — Mary E. Deane, Fannie E. Merriam, Alice M. Sibley. *Janitor.* — Catherine Dignon.

QUINCY-STREET SCHOOL.

2d Asst. — Almira B. Russell. *4th Assts.* — Helen Crombie, Isabel Thacher, Blanche L. Ormsby. *Janitor.* — Charles H. Reardon.

MUNROE-STREET SCHOOL.

4th Assts. — Anna A. Groll, Caroline F. Seaver. *Janitor.* — Mrs. Kirby.

LOWELL SCHOOL. (BOYS AND GIRLS.)

310 Centre street, Roxbury.

Master. — Daniel W. Jones. *Sub-Master.* — Edward P. Sherburne. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *2d Assts.* — Mary E. Morse, E. Josephine Page. *3d Assts.* — O. Augusta Welch, Bessie L. Barnes,

Mary F. Cummings, Susan E. Chapman, Rebecca Coulter, Helen C. Laughlin, Ellen M. Farrell, Anna G. Wells, Sarah A. Lyons. *Janitor.* — Frank L. Harris.

PRIMARY SCHOOLS.

LUCRETIA CROCKER SCHOOL.

2d Asst. — Caroline F. Cutler. *4th Assts.* — Jeannie B. Lawrence, Helen O. Wyman, Fanny B. Wilson, Elizabeth T. Gray, Marguerite G. Brett, Ella F. Howland, Rose A. Mohan, Jane J. Wood. *Janitor.* — Michael Gallagher.

CHESTNUT-AVENUE SCHOOL.

4th Assts. — Sarah P. Blackburn, Mary J. Capen, Clara I. Stevens. *Janitor.* — Thomas Alchin.

HEATH-STREET SCHOOL.

4th Assts. — Lizzie F. Fickett, Ellen C. McDermott. *Janitor.* — Catharine H. Norton.

NAWN'S BUILDING, CENTRE STREET.

4th Asst. — Lillian S. Hilton, Martha C. McGowan. *Janitor.* — Michael Gallagher.

MARTIN SCHOOL. (BOYS AND GIRLS.)

Huntington avenue, Roxbury.

Master. — Sylvester Brown. *Sub-Master.* — Edward W. Schuerch. *1st Asst.* — Emily F. Carpenter. *2d Assts.* — Annetta F. Armes, Nellie W. Leavitt. *3d Assts.* — Jane F. Gilligan, Nellie I. Lapham, Emma E. Lawrence, Charlotte P. Williams Anna F. Bayley. *Janitor.* — Thomas M. Houghton.

PRIMARY SCHOOLS.

MARTIN SCHOOL, HUNTINGTON AVENUE.

4th Assts. — Fannie D. Lane, Alicia F. McDonald, Lena L. Carpenter.

EIGHTH DIVISION.

AGASSIZ SCHOOL. (Boys.)

Burroughs street, Jamaica Plain.

Master. — John T. Gibson. *Sub-Master.* — Arthur Stanley. *1st Asst.* — Mary A. Gott. *2d Asst.* — Clara J. Reynolds. *3d Assts.* — Mary E. Stuart, Clara I. Metcalf, Mary I. Adams, Caroline N. Poole, Mary A. Cooke. *Janitor.* — Adelia Ronan.

PRIMARY SCHOOL.

THOMAS-STREET SCHOOL.

4th Assts. — Caroline D. Putnam, Annie C. Gott, Emma N. Smith. *Janitor.* — Adelia Ronan.

ALLSTON SCHOOL. (BOYS AND GIRLS.)

Cambridge street, Allston.

Master. — G. W. M. Hall. *Sub-Master.* — Alexander Pearson. *1st Assts.* — Marion Keath, Alice A. Swett. *2d Assts.* — Sarah F. Boynton, Annie E. Bancroft. *3d Assts.* — Mary F. Child, Eliza F. Blacker, Josephine Rice, Jessie W. Kelley, Ella L. Bird, Elizabeth C. Muldoon, Ida F. Taylor, Eva M. Cotton, Harriet Rice, Fannie M. Houghton, Margaret C. Hunt. *Janitor.* — Charles McLaughlin.

PRIMARY SCHOOLS.

HARVARD SCHOOL, NORTH HARVARD STREET.

4th Assts. — Clara B. Hooker, Adelaide C. Williams, Agnes A. Aubin. *Janitor.* — Francis Rogers.

AUBURN SCHOOL, SCHOOL STREET.

4th Assts. — Ella L. Chittenden, Mary A. Gooch, Mary J. Cavanagh. *Janitor.* — Francis Rogers.

WEBSTER SCHOOL, WEBSTER PLACE.

2d Asst. — Emma F. Martin. *4th Assts.* — Anna N. Brock, Helen L. Brown, Gertrude R. Clark. *Janitor.* — Otis D. Wilde.

BENNETT SCHOOL. (BOYS AND GIRLS.)

Chestnut Hill avenue, Brighton.

Master. — Henry L. Sawyer. *Sub-Master.* — Edward F. Kimball. *1st Asst.* — Melissa Abbott. *2d Asst.* — Lillian M. Towne. *3d Assts.* — Jennie

Bates, Kate McNamara. Helen L. Whittemore, Clara L. Harrington, Sarah M. Taylor, Mary E. Winn, Rosa S. Havey, Jennie A. Corliss. *Janitor*. — John W. Remmonds.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, WINSHIP PLACE.

2d Asst. — Charlotte Adams. *4th Assts.* — Fannie W. Currier, Annie L. Hooker, Emma P. Dana. *Janitor*. — John W. Remmonds.

OAK-SQUARE SCHOOL.

4th Asst. — Annie M. Stickney. *Janitor*. — J. Q. A. Cushman.

UNION STREET, SCHOOL.

4th Asst. — Margaret L. Scollans. *Janitor*. — John W. Remmonds.

HOBART STREET SCHOOL.

4th Asst. — Leslie D. Hooper. *Janitor*. — Joseph A. Crossman.

BOWDITCH SCHOOL. (GIRLS.)

Elm street, Jamaica Plain.

Master. — Charles W. Hill. *1st Asst.* — Amy Hutchins. *2d Asst.* — Louise P. Arnold. *3d Assts.* — Alice P. Stephenson, Emily H. Maxwell, Alice M. Robinson, Elizabeth L. Stodder, Emma L. McDonald. *Janitor*. — S. S. Marrison.

PRIMARY SCHOOLS.

WASHINGTON-STREET SCHOOL, NEAR GREEN STREET.

4th Assts. — E. Augusta Randall, Mary A. Riordan. *Janitor*. — Michael Kelly.

GREEN-STREET SCHOOL.

4th Assts. — Margaret E. Winton, Anna M. Call. *Janitor*. — Mrs. J. Follan.

WASHINGTON-STREET SCHOOL.

4th Asst. — Mary E. McDonald.

CHARLES SUMNER SCHOOL. (BOYS AND GIRLS.)

Ashland street, Roslindale.

Master. — Artemas Wiswall. *Sub-Master.* — Alarie Stone. *1st Assts.* — Charlotte B. Hall, Maud G. Leadbetter. *2d Asst.* — Angie P. Nutter. *3d Assts.* — Lena S. Weld, Elvira L. Austin, Mary E. Lynch, Alice M. Barton, Celia B. Hallstrom, Josephine A. K. Slayton, Nellie J. Kiggen, Margaret F. Marden, Mary P. Crosby. *Janitor.* — John L. Chenery.

PRIMARY SCHOOLS.

FLORENCE-STREET SCHOOL.

2d Asst. — S. Louisa Durant. *4th Assts.* — Grace J. Freeman, Martha W. Hanley, Katherine W. Coulahan. *Janitor.* — Frank Spinnie.

POPLAR-STREET SCHOOL.

4th Asst. — Dora M. Leonard. *Janitor.* — John L. Chenery.

CANTERBURY-STREET SCHOOL.

4th Assts. — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

WASHINGTON-STREET SCHOOL.

4th Asst. — Mary N. Sherburne. *Janitor.* — Kate Morrissey.

CLARENDON-HILLS SCHOOL.

4th Asst. — Almira G. Smith. *Janitor.* — Daniel B. Colby.

MOUNT VERNON SCHOOL. (BOYS AND GIRLS.)

Mount Vernon street, West Roxbury.

Sub-Master. — W. E. C. Rich. *2d Asst.* — Emily M. Porter. *3d Assts.* — Frances R. Newcomb, J. Lillian Colson, Jennie M. Jackson, Marian A. McIntyre. *Janitor.* — Robert Dwyer.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

1st Asst. — Achsa M. Merrill.

PRIMARY SCHOOLS.

CENTRE-STREET SCHOOL.

4th Assts. — Mary C. Richards, Mary Butler, Eliza M. Warren. *Janitor.* — Robert Dwyer.

BAKER-STREET SCHOOL.

4th Asst. — Mary C. Moller. *Janitor.* — William J. Noon.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

4th Asst. — Anna R. French. *Janitor.* — Gottlieb Karcher.

NINTH DIVISION.

EDWARD EVERETT SCHOOL. (BOYS AND GIRLS.)

Sumner street, Dorchester.

Master. — Henry B. Miner. *Sub-Master.* — George M. Fellows. *1st Asst.* — Mary F. Thompson. *2d Asst.* — Henrietta A. Hill. *3d Assts.* — Emma M. Savil, Anna M. Foster, Abbie E. Wilson, Clara J. Doane, Harriet A. Darling, L. Cora Morse, Gertrude Goodwin, Agnes G. Wright. *Janitor.* — Lawrence Connor.

PRIMARY SCHOOLS.

DORCHESTER-EVERETT SCHOOL, SUMNER STREET (*old building*).

2d Asst. — Florence N. Sloane. *4th Assts.* — Mary H. Reid, Kittie Wark, Fannie Frizzell. *Janitor.* — Lawrence Connor.

DORCHESTER-AVENUE SCHOOL, CORNER HARBOR VIEW STREET.

4th Assts. — Cora L. Etheridge, Caroline D. Bere. *Janitor.* — Mrs. M. A. Regan.

SAVIN HILL-AVENUE SCHOOL.

4th Assts. — Lucy G. Flusk, M. Rosalia Merrill. *Janitor.* — Henry Randolph.

GIBSON SCHOOL. (BOYS AND GIRLS.)

Columbia street, Dorchester.

Master. — William E. Enlicott. *Sub-Master.* — William R. Morse. *1st Asst.* — Ida L. Boyden. *2d Asst.* — Fidelia A. Adams. *3d Assts.* — Charlotte E. Andrews, Annie H. Pitts. *Janitor.* — Thomas Shattuck.

GIBSON SCHOOL, SCHOOL STREET.

3d Assts. — Ellen L. Pratt, Jessie C. Fraser, Emily A. Evans.

PRIMARY SCHOOLS.

GIBSON SCHOOL, SCHOOL STREET.

4th Assts. — E. Louise Brown, Ellen A. Brown, Bessie C. Jones. *Janitor.* — Hannah Clarkson.

ATHERTON SCHOOL, COLUMBIA STREET.

4th Assts. — Annie C. McFarland, Katie L. Pierce. *Janitor.* — Thomas Shattuck.

GLEN-ROAD SCHOOL, NEAR BLUE-HILL AVENUE.

4th Asst. — Florence M. De Merritt. *Janitor.* — Margaret Kelley.

HARRIS SCHOOL. (BOYS AND GIRLS.)

Corner of Adams and Mill streets, Dorchester.

Master. — N. Hosea Whittmore. *1st Asst.* — Emma F. Simmons. *2d Asst.* — E. M. Harriman, L. Gertrude Howes. *3d Assts.* — M. Ella Tuttle, Almy C. Plummer, Charlotte A. Powell, Cora I. Young. *Janitor.* — John Buckpitt.

DORCHESTER-AVENUE SCHOOL.

3d Asst. — Annie B. Drowne.

PRIMARY SCHOOLS.

HARRIS SCHOOL, ADAMS STREET.

4th Assts. — Elizabeth A. Flint, Ida F. Kendall, Mary Polk.

DORCHESTER-AVENUE SCHOOL.

2d Asst. — Mary Waterman. *4th Assts.* — Alice M. Murphy, Bertha F. Cudworth. *Janitor.* — John Buckpitt.

HENRY L. PIERCE SCHOOL. (BOYS AND GIRLS.)

Thetford avenue, corner of Evans street, Dorchester.

Sub-Master. — Horace W. Warren. *2d Assts.* — Mary E. Mann, Lizzie C. Estey. *3d Assts.* — Lucina Dunbar, Anna H. Farrar, Helen A. Woods. *Janitor.* — Timothy Donahoe.

100 ARMANDINE-STREET SCHOOL.

3d Asst. — Sarah L. Park. *Janitor.* — Timothy Donahoe.

PRIMARY SCHOOLS.

CHAPEL, CORNER STANTON AVENUE AND EVANS STREET.

4th Asst. — Elinor F. Decatur. *Janitor.* — Joseph G. Homer.

100 ARMANDINE STREET.

4th Asst. — Louise L. Carr. *Janitor.* — Timothy Donahoe.

122 ARMANDINE STREET.

4th Assts. — Florence C. Pond, Keziah J. Anslow.

MATHER SCHOOL. (BOYS AND GIRLS.)

Meeting-House Hill, Dorchester.

Master. — Edward Southworth. *Sub-Master.* — Loea P. Howard. *1st Asst.* — J. Annie Bense. *2d Asst.* — Kate A. Howe. *3d Assts.* — Lucy J. Dunnels, Lillie A. Hicks, Mary B. Corr, Charlotte L. Voigt, M. Esther Drake, Mary E. Nichols, Elenora R. Clare, Annie L. Bennett, Carrie F. Parker, Clara G. Hinds, Isabel W. Davis. *Janitor.* — Benjamin C. Bird.

PRIMARY SCHOOLS.

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

2d Asst. — Ada K. Richards. *4th Assts.* — Ella L. Howe, Elizabeth Donaldson, Elizabeth C. White, Lena Le V. Dutton, Clara A. Jordan, Josephine W. Greenlaw. *Janitor.* — Benjamin C. Bird.

QUINCY-STREET SCHOOL.

4th Assts. — Florence J. Bigelow, Ina F. Cook. *Janitor.* — Mary Leary.

OLD ALMSHOUSE.

4th Assts. — Mary E. Bradley, Alice L. Reinhardt. *Janitor.* — Cyrus Grover.

MINOT SCHOOL. (BOYS AND GIRLS.)

Walnut street, Dorchester.

Master. — Joseph T. Ward, jr. *1st Asst.* — Gertrude P. Davis. *2d Asst.* — Kate M. Adams. *3d Assts.* — Mary E. Glidden, Sophia W. French, Annie H. Gardner, Ellen M. S. Treadwell, E. Gertrude Cushing. *Janitor.* — James T. Murphy.

PRIMARY SCHOOLS.

MINOT SCHOOL, WALNUT STREET.

2d Asst. — Kate S. Gunn. *4th Assts.* — S. Maria Elliott, Annie T. Kelley, Edna A. Hill.

ADAMS-STREET SCHOOL.

4th Asst. — — — — —. Janitor. — Ellen James.

STOUGHTON SCHOOL. (BOYS AND GIRLS.)

River street, Lower Mills.

Master. — Edward M. Lancaster. 1st Asst. — Elizabeth H. Page. 3d Assts. — Caroline F. Melville, Clara A. Brown, Cornelia M. Collamore, Minnie E. Gaskins, Esther S. Brooks, Anna M. McMahon. Janitor. — M. Taylor.

BAILEY-STREET SCHOOL.

Sub-Master. — Charles C. Haines. 2d Asst. — Annie A. Webster. 3d Assts. — Annie S. Coffey, Elizabeth L. B. Stearns. Janitor. — Timothy Donahoe.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

4th Assts. — Carrie M. Watson, Gertrude L. Howard, H. Adelaide Sullivan.

BAILEY-STREET SCHOOL.

4th Asst. — Helen F. Burgess. Janitor. — Timothy Donahoe.

TILESTON SCHOOL. (BOYS AND GIRLS.)

Norfolk street, Mattapan.

Sub-Master. — Hiram M. George. 3d Assts. — Martha A. Baker, Ida T. Weeks. Janitor. — Peter Cook.

PRIMARY SCHOOL.

TILESTON SCHOOL, NORFOLK STREET.

4th Assts. — Elizabeth S. Fisher, Elizabeth K. Shea.

KINDERGARTENS.

NORMAL SCHOOL, Appleton street. *Principal.* — Mabel Hooper. *Assistant.* — Ada C. Williamson.

FIRST DIVISION.

CHAPMAN DISTRICT, TAPPAN SCHOOL. *Principal.* — Jennie L. Waterbury. *Assistant.* — Martha Currier.

EMERSON DISTRICT, NOBLE SCHOOL. *Principal.* — Lelia A. Flagg. *Assistant.* — Bertha M. Smith.

LYMAN DISTRICT, WEBB SCHOOL, Porter street. *Principal.* — Flora S. McLean. *Assistant.* — Helen J. Morris.

SECOND DIVISION.

HARVARD DISTRICT, COMMON-STREET SCHOOL. *Principal.* — Sallie Bush. *Assistant.* — Elizabeth Henchey.

PRESCOTT DISTRICT, POLK-STREET SCHOOL. *Principal.* — Alice T. Smith. *Assistant.* — Phebe A. DeLande.

THIRD DIVISION.

BOWDOIN DISTRICT, SHARP SCHOOL, Anderson street. *Principal.* — Serena J. Frye. *Assistant.* — Sarah E. Kilmer.

ELIOT DISTRICT, 39 North Bennet street. *Principal.* — Mary C. Peabody. *Assistant.* — Edith H. Kummer. *Principal.* — Isabel G. Dame. *Assistant.* — Ellen M. Murphy.

HANCOCK DISTRICT, CUSHMAN SCHOOL, Parmenter street. *Principal.* — Anne L. Page. *Assistant.* — Gertrude L. Chamberlain.

HANCOCK DISTRICT, 64 North Margin street. *Principal.* — Anna Spooner. *Assistant.* — Eliza A. Maguire.

PHILLIPS DISTRICT, BALDWIN SCHOOL, Chardon court. *Principal.* — Ida A. Noyes. *Assistant.* — Hattie M. Holden.

WELLS DISTRICT, WINCHELL SCHOOL, Blossom street. *Principal.* — Ellen Gray. *Assistant.* — Mae K. Pillsbury.

FOURTH DIVISION.

BRIMMER DISTRICT, WARRENTON street. *Principal.* — Lucy H. Symonds. *Assistant.* — Etta D. Morse.

PRINCE DISTRICT, NORMAL ART SCHOOL. *Principal.* — Helena P. Stacy.

QUINCY DISTRICT, HUDSON-STREET SCHOOL. *Principal.* — Adelaide B. Camp. *Assistant.* — Mary A. Fruean.

WINTHROP DISTRICT, STARR KING SCHOOL. *Principal.* — Mary T. Mears. *Assistant.* — Caroline M. Burke.

FIFTH DIVISION.

DWIGHT DISTRICT, RETLAND-STREET SCHOOL. *Principal.* — Emma L. Alter. *Assistant.* — Eleanor P. Gay.

EVERETT DISTRICT, EVERETT SCHOOL. *Principal.* — Clara L. Hunting. *Assistant.* — Louisa M. Davis.

FRANKLIN DISTRICT, COOK SCHOOL, Groton street, *Assistant.* — Lucy Kummer.

HYDE DISTRICT, RUGGLES-STREET SCHOOL. *Principal.* — Caroline E. Josselyn. *Assistant.* — Alice Howe.

HYDE DISTRICT, WALPOLE-STREET SCHOOL. *Principal.* — Caroline E. Carr. *Assistant.* — Ada L. Peabody.

SIXTH DIVISION.

LAWRENCE DISTRICT, HOWE SCHOOL, Fifth street. *Principal.* — Emilie F. Bethmann. *Assistant.* — Frances H. Thompson.

SHURTLEFF DISTRICT, SHURTLEFF SCHOOL. *Principal.* — Caroline C. Voorhees.

THOMAS N. HART DISTRICT, THOMAS N. HART SCHOOL. *Principal.* — Frieda M. Bethmann. *Assistant.* — Minnie G. Abbott.

SEVENTH DIVISION.

COMINS DISTRICT, COTTAGE-PLACE SCHOOL. *Principal.* — Anna E. Marble. *Assistant.* — Annie S. Burpee.

COMINS DISTRICT, SMITH-STREET SCHOOL. *Principal.* — Caroline D. Aborn. *Assistant.* — Ellen M. Fiske.

DEARBORN DISTRICT, YEOMAN-STREET SCHOOL. *Principal.* — Mary T. Hale. *Assistant.* — Daisy G. Dame.

DILLAWAY DISTRICT, BARTLETT-STREET SCHOOL. *Principal.* — Emily B. Stodder. *Assistant.* — Mabel S. Appolonia.

GEORGE PUTNAM DISTRICT, GEORGE PUTNAM SCHOOL. *Principal.* — Elizabeth Watson. *Assistant.* — Cora Bigelow.

LEWIS DISTRICT, QUINCY-STREET SCHOOL. *Principal.* — Ellen L. Sampson. *Assistant.* — Gertrude A. Rausch.

EIGHTH DIVISION.

BENNETT DISTRICT, UNION-STREET SCHOOL. *Principal.* — C. Mabel Rust. *Assistant.* — Kate A. Ducklee.

BOWDITCH DISTRICT, Green street, Jamaica Plain. *Principal.* — Angie P. Towne. *Assistant.* — Esther F. McDermott.

NINTH DIVISION.

MATHER DISTRICT, Field's Corner. *Principal.* — Julia F. Baker. *Assistant.* — Grace H. Mather.

MINOT DISTRICT, Neponset. *Principal.* — Jennie B. Brown. *Assistant.* — Mary B. Morse.

STOUGHTON DISTRICT, River street. *Principal.* — Alice D. Hall. *Assistant.* — Bertha F. Cushman.

SPECIAL SCHOOLS.

 HORACE MANN SCHOOL FOR THE DEAF.

Newbury street.

Principal. — Sarah Fuller. *1st Asst.* — Ella C. Jordan. *Assts.* — Kate D. Williams, Mary F. Bigelow, Sarah A. Jordan, Elsa L. Hobart, Florence E. Leadbetter, Ida H. Adams, Sallie B. Tripp, Kate F. Hobart, Mabel E. Adams. *Janitor.* — Daniel H. Gill.

MANUAL TRAINING SCHOOL.

George Smith.

Frank M. Leavitt.

COOKING SCHOOLS.

STARR KING SCHOOL, TENNYSON STREET.

Amabel G. E. Hope.

DRAKE SCHOOL, SOUTH BOSTON.

Julia M. Murphy.

CHILDS STREET, JAMAICA PLAIN.

Hattie I. Davis.

QUINCY STREET, ROXBURY.

Althea W. Somes.

HARVARD SCHOOL, CHARLESTOWN.

Josephine Morris.

PHILLIPS STREET, ROXBURY.

Kate C. Winship.

LYMAN SCHOOL, EAST BOSTON.

Ellen L. Duff.

TRUANT-OFFICERS.

The following is the list of the Truant-Officers, with their respective districts:

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief</i> .	
C. E. Turner.....	Adams, Chapman, Emerson, and Lyman.
Charles S. Wooffindale.....	Bunker Hill, Frothingham, Harvard, Prescott, and Warren.
James P. Leeds	Eliot and Hancock.
George M. Felch	Bowdoin, Phillips, Princee, and Wells.
Richard W. Walsh.....	Brimmer, Quincy, and Winthrop.
A. M. Leavitt	Dwight, Everett, Franklin, and Rice.
Warren A. Wright.....	Lawrence and Norcross.
James Bragdon.....	Gaston, Lincoln, and Thomas N. Hart.
Jeremiah M. Swett	Hugh O'Brien, Edward Everett, and Mather.
William B. Shea	Gibson, Harris, Henry L. Pierce, Minot, Stoughton, and Tileston.
Frank Hasey.....	Dearborn, Lewis, and George Putnam.
Henry M. Blackwell	Dudley, Dillaway, and Lowell.
Daniel J. Sweeney.....	Comins, Martin, Hyde, and Sherwin.
Warren J. Stokes	Agassiz, Bowditch, Charles Sumner, and Mt. Vernon.
H. F. Ripley.....	Allston and Bennett.
Amos Schaffer	John A. Andrew, Bigelow, and Shurtleff.

Truant-Office, 12 Beacon street.

Office-hours from 1 to 2 P.M.

REPORT

OF THE

BOARD OF SUPERVISORS.

1890-91.

BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE, BOSTON, Dec. 22, 1891.

To the President of the School Committee:

The Thirteenth Annual Report of the Board of Supervisors is herewith respectfully submitted.

EDWIN P. SEAVER,
Superintendent of Schools.

To the School Committee:

In accordance with a requirement of the Regulations, the Board of Supervisors has the honor of submitting the following report of its work for the year 1890-91 :

REVISION OF THE COURSES OF STUDY.

The most important work, exclusive of the regular work of the Board of Supervisors, was the revision of the courses of study for the Grammar, High, and Latin Schools. The revision was made under the general direction and approval of the Committee on Revision. Fortunately, the course of study for the Primary Schools had been revised the year before ; and the general plan for the revision of the Grammar-School course had been formed, reported, and adopted.

MORAL TRAINING.

The general changes in the courses of study relate to moral and to physical training. At the very beginning of the Primary-School and the Grammar-School course of study is the following note :

Teachers are directed to give instruction for a few minutes in good manners and good morals at the opening of school in the morning, and

at other favorable opportunities. In giving this instruction, teachers should keep strictly within the bounds of manners and morals, and thus avoid all occasions for treating of or alluding to sectarian subjects.

Next to this note, in three of the courses of study, is the following extract from the General Statutes of Massachusetts :

It shall be the duty . . . of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice and a sacred regard to truth ; love of their country, humanity, and universal benevolence ; sobriety, industry, frugality ; chastity, moderation, and temperance ; and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded.

Nor do these general requirements include all that directly relate to moral training. Under language, in the course of study for the Grammar Schools, are inserted, for the three lower classes, "Conversations on good manners and good morals ;" and for the three upper classes, "Conversations and written exercises on good manners and good morals." The latter is also a requirement in the course of study for the three lower classes of the Latin Schools.

To him who regards high moral character and good manners as ends to be reached in the public schools only by direct moral instruction — through systematic lectures or homilies or the careful study of text-books treating of ethics — the requirements of the courses of study will probably seem meagre and trivial. But to him who recognizes how great is the moral influence of teachers, and how much habits of punctuality, regularity, industry, obedience, carefulness, and exactness — habits formed or strengthened at school — affect the moral character of boys and girls, the positive requirements of the courses of study with regard to moral training will seem sufficient.

It should not be forgotten that the regular and supplementary reading-books and the text-books in history contain

many a moral lesson — many an apt illustration of patriotism, heroism, and self-sacrifice. Nor is it of small moment that songs, full of beautiful, noble, or loyal sentiments are daily sung at school, and that some of the best prose and poetry is there studied, committed to memory, and recited. Moreover, the exercises of the Kindergarten and the manual training and observation lessons in the Primary and the Grammar Schools have furnished efficient methods not only of training the intellect, through eye and hand, but also of increasing the love for nature and for good, honest, and useful work, and of strengthening the will to do thoroughly and exactly the work required. Thus, in the ordinary routine of the class-room, the pupils' moral nature may be enriched and strengthened.

In addition to these incidental means of moral culture, the teacher, at the opening of the school in the morning, when the pupils' minds are fresh and active, is to read aloud passages from Holy Writ, and, in the interests of morals and manners, is to illustrate and enforce some moral truth by appealing to the hearts, the imagination, and the reason of his pupils. Nor is this all: There is a time in the sessions of the Grammar and Latin Schools, when pupils can converse with their teacher on morals and manners. Then prevailing faults in their conduct can be mentioned, and means of correction can be suggested; the homely truths and virtues upon which our government and the integrity of individuals stand, may be stated and illustrated; and the duties that the pupils owe to their school, to their home and neighborhood, to society, and to the State, may be noted and considered.

There are two questions that must be answered within a few years, if the general moral influence of our schools is to keep pace with the changes in methods of teaching: The first question is, What motives to study and to good conduct should be presented to pupils? Has not the time come for

the substitution of love for fear? of confidence for distrust? of natural emulation for forced and artificial rivalry? of ambition to make the most of one's self for satisfaction with passable results? of the desire of power to do good to others for power to acquire the best for one's self? The second question is, What standard of merit should be presented to pupils? Although this standard is changing for the better, it is in the main the standard that was inherited from college or university. The "first" or "head scholar" is often not the one that has struggled with difficulties and has gained the victory; not the one that has made the most of himself, although that may not be much except in the sight of the All-seeing One; but it is too often the one that possesses some natural gifts — a plausible manner, a ready memory, a quick wit, a limber tongue — superficial qualities that do not indicate strength of purpose or of character. If we must spend our time in measuring, then our standard should be such as will measure effort as well as results. It is unjust and cruel to give approval to natural brilliancy of intellect, and at the same time to withhold approval from persevering endeavor. If less time were given to measuring, and more time were used for interesting and inspiring pupils, for directing their energy, for finding what they can do best and for giving them opportunities to do their best, for extending to them needed help, and for encouraging them to meet and conquer difficulties, then our standards would be greatly improved, and would be used for the benefit not only of the superior but also of the average and inferior scholars. The intellectual results of such changes in motives and standards would, indeed, be great; but the moral results would be vastly greater.

PHYSICAL TRAINING.

As a counterpart to moral training stands physical training, for which provision is made in each of the four courses

of study. From the Kindergarten, where mind and body are beautifully and naturally trained together, through the Primary Schools, through the Grammar Schools, through the High or Latin Schools, and even through the Normal School, the pupils are to go with a growing feeling that the training of the body is as much a part of the regular school work as the study of language, literature, natural and physical science, and mathematics.

In the courses of study an attempt is made to secure favorable conditions for physical training. Thus recesses may be so connected with physical training as to make both the recess and the training of greater advantage to the pupils. The following note in the course of study for Primary Schools, will make the connection plain :

Physical training, including free play under the direction of the teacher, is a necessity in the Primary School. The time set apart for physical training and recesses must be so used as to meet the physical needs of the pupils. Consequently, recesses shall be given for withdrawals from the room, for the ventilation of class-rooms and for recreation. If for any reason recesses are shortened or omitted, the time for the same must be given to physical training.

When the school-yard is too small for free play or too much obstructed by snow and ice, or when the weather is bad and there is no place where the pupils may freely play, they must give, in the school-house, the time of recess to physical training. Thus, in the Primary Schools, physical training is both a regular requirement and an occasional substitute for free play.

A note, similar to the one quoted above, is inserted in the course of study for the Grammar Schools. But there is one marked difference. Free play—however desirable it may be—is not recognized as a necessity in the Grammar Schools. Indeed, the smallness of most of the school-yards, the ugliness of their surroundings, the brick or concrete “play-grounds,” where accidents and troubles abound, almost

preclude a genuine old-fashioned recess. Imagine from three hundred to seven hundred pupils trying to run, romp, play ball and other games in an ordinary school yard! It is unnecessary to describe the results of such a trial. It was, therefore, wisely planned that, in the Grammar Schools, a short recess should be given for withdrawing from the room, for ventilating the class-rooms, and for recreation; but that the main dependence for rest and change should be secured by means of exercises for physical training.

It was fortunate for the initiation of this change that the Ling system of physical training had been authorized. Even after a short trial, there are unmistakable signs that the bearing and carriage of the pupils and their general health and strength have been improved by the admirably arranged and conducted exercises of the Swedish gymnastics. Most of the principals of our schools and many of their assistants already recognize the relative importance of physical training; and but a few years will have passed before every Boston public school teacher — except in schools where the departmental plan of work prevails — will feel that he or she must be as well qualified to conduct exercises in gymnastics as exercises in language.

After the Swedish system of gymnastics shall have been established in the Primary and Grammar Schools, it will naturally become, in its more complex forms, a necessary means of physical training in the High and Latin Schools. Already, the girls in some of the High Schools have received a part of this systematic training; and it is expected that, after physical training shall have become one of the "elective" subjects of the examination for High School teachers' certificates, skilful instructors of the Ling system may become regular teachers in the High Schools. Such teachers could be used for training both boys and girls; nor, if scientific military drill be rightly connected with and related to the Swedish gymnastics, need there be any fear that

the regular instruction in gymnastics will not include instruction in military drill. Dr. Hartwell and General Moore can so change, if need be, the relation of military drill to gymnastics as to make the former either an integral part of the latter, or at least a special application of the principles of physical training.

To reach the ends toward which the courses of study lead and at which the director of physical training and his assistant are helping the teachers arrive, it is desirable (1) to require all that are teaching or that are going to teach regularly in the Primary and Grammar Schools to qualify themselves to conduct the Ling gymnastics; (2) to employ, in the High and Latin Schools, as regular teachers, some that are competent to conduct the exercises for physical training; (3) to require boys in the High Schools to give to gymnastics a part of the time assigned to physical training; and (4) to recommend that girls wear in school such dresses as will enable them to receive the full benefit of physical training.

MANUAL TRAINING.

For the first time, the term *Manual Training* appears in the course of study for the Boston public schools. It marks in this city an era in educational ends and means. The way had been prepared by many scattered and miscellaneous experiments, and by some rational, systematic, and successful work. Moreover, penmanship, drawing, and sewing — manual arts — had held honored places in previous courses of study. Growing naturally from the gifts and occupations of the Kindergarten, manual training extends upward into the Primary Schools, where it takes the form of clay-modelling, paper-folding and cutting, sewing in colored threads, and light cardboard constructive work.

Naturally and intimately united with this manual training, on the one side, is observation (1) of color, form, size, and prominent qualities of objects; and (2) of plants and

animals; and on the other side, is the drawing of the forms of the very objects that the pupils have observed and made. In letters of gold should be printed the words of the Director of Drawing which introduce the Primary-School course of study in drawing: "*All drawing should be the expression of facts that the pupils have been led by their teacher to observe in solid forms.*" Thus, at the very time when the senses, the imagination, and the curiosity of children are very active, when their whole nature is a hunger and a thirst, when impression demands expression, and when head, heart, and hand coöperate, the pupils of the Primary Schools are set to observing, doing, and representing that which nature and the God of nature meant they should be familiar with, and which educates and cultivates their minds and hearts.

The spontaneous activity of pupils in doing interesting and definite manual work changes gradually into volitional activity. Effort becomes associated with conscious power to achieve, and achievement inspires to greater effort and to higher achievement. One reason why more is not accomplished in ordinary school studies is that the energy of pupils is not aroused, or, if aroused, is often misdirected and scattered. Manual training, united with observation, presents a definite object to be accomplished and definite instruments and methods of accomplishing it; and enlists the feelings, calls forth and directs the energy, gives strength and persistency to the will, and produces results that the pupils themselves appreciate.

Although manual efficiency is not identical with mental efficiency, yet the method of the one is the same as the method of the other, and the former tends to produce or to increase the latter. It is for this reason that we are justified in believing that manual training, if conducted with right ends and methods, will cause our pupils to accomplish in other studies and exercises more in a given time than they have been accustomed to accomplish. It is appalling

when we consider the immense amount of time that is wasted either by inattention or by attending to and committing to memory what is obscure or unintelligible. Manual training is at least a partial corrective of this waste; for it helps form a habit of mind that demands clear and distinct objects to work for, that uses right and efficient means of working for them, and that is satisfied with accomplishing only real results.

The course in manual training for the Grammar Schools includes sewing, light tool-work, or clay-modelling for classes VI., V., and IV.; cookery, carpentry, or clay-modelling for classes III. and II.; and draughting and cutting, carpentry, or clay-modelling for Class I. The following notes give important limitations:

NOTE 1: All the girls in Classes VI., V., and IV. are to spend two hours a week in sewing. If, however, any girl shall have passed a satisfactory examination in sewing, she will be allowed to substitute for it some other branch of manual training.

NOTE 2: Every girl is to pursue a course of twenty lessons of two hours each in cookery, as a regular part of the work either of Class III. or of Class II. But a girl who shall have passed a satisfactory examination in cookery will be allowed to substitute for it some other branch of manual training.

NOTE 3: If the whole or a part of the time assigned to specified branches of manual training be not used therefor, such time may be given to any other of its authorized branches.

The plan in sewing for the three lower classes has been in successful operation for years; but now sewing has, in the revised course of study, time set apart for itself — time not appropriated to other studies. This important change gives sewing a better opportunity than it ever had in the Boston public schools. Formerly, it seemed to live by pilfering time from other exercises; now it has rights of its own that must be respected.

The time has come for making improvements in the ends and methods of teaching sewing. Economy demands a

better classification of work, and more work with classes and less with individuals. Moreover, the teachers of sewing must take rank with at least the average of the regular teachers. The notion that a teacher of sewing, provided she is skilful in the art of sewing, need not be well educated, is going to the shades where it belongs. It is desirable that pupils who show in the Grammar Schools decided skill and taste in sewing should be encouraged to pursue a High-School course of study, and, after graduation, should be specially trained to teach sewing. These might then be employed as apprentices to some of our excellent sewing teachers. If Boston can afford to spend a large sum of money to train girls to teach language, geography, and arithmetic, why may it not afford to train a few girls to become excellent teachers of sewing?

A plan of work in clay-modelling for our Grammar-School pupils has not yet been adopted. It is expected that proper training in modelling will strengthen the observational and executive powers, will cultivate the æsthetic sense, and will give vigor and method to drawing and efficient means of illustration to geography.

Plans for light tool-work, for carpentry, and for cookery have been formed and successfully tried. It is expected that schools will be so organized and conducted as to give to every boy training in wood-working, and to every girl training in cookery. Nor will it be impossible for some boys to add skill in cookery, and for some girls to add skill in wood-working, to their other accomplishments.

It requires but a moment's reflection to be convinced that manual training cannot do its perfect work (1) unless provision be made for supplying in the future well-trained and skilful teachers of manual training; (2) unless a carefully prepared plan of work, properly related to the other work of the school, be formed and executed; (3) unless the materials and the instruments furnished be satisfactory;

and (4) unless the limits of time assigned to manual training be strictly observed.

The last statement is more important than it at first thought seems. The time that was taken from other subjects and given to manual training will probably so increase the working-power in the other subjects as to compensate for the diminished time. But those other studies now need all the time that is assigned to them. To trench upon that is to challenge opposition. If circumstances require that pupils of some classes spend in manual training the three hours, instead of two, of a forenoon each week, then the lessons in manual training should cease as soon as the aggregate time — about eighty-two hours a year — has been spent.

Perhaps the time is soon to come, if it has not already come, to consider the question whether the daily session of the Grammar Schools for at least a part of the year may be lengthened a half hour without physical injury to the pupils, and with some decided mental gain. It must be remembered that most of the school exercises are pleasurable. Singing, drawing, physical and manual training, elementary science when inductively studied, and much of the work in language, history, and literature, interest and attract the pupils without appreciably lessening their mental or physical energy. Even arithmetic, the one study that used to require concentration, will soon, if the so-called reformers have their way, become an interesting language exercise, with an attachment of ciphering in the four fundamental rules and in fractions reduced to their lowest terms. Nor should it be forgotten that fear of punishment and that anxiety or worryment caused by ambition to gain high rank, "credits," and prizes have greatly diminished. For the present, at least, there is no danger that pupils' minds will be overweighted with either facts or thoughts; and there are but occasional indications that the golden age of study — sure to come in time — is near,

when pupils will spontaneously give themselves to hard study because it is good and useful study. Under present conditions, therefore, it would be safe to add a half hour every school-day or an hour on each of two or three days of the week to the five hours a day now spent at school. A part of this additional time could be profitably used for manual and physical training.

Manual training in the High Schools is at present confined to drawing, which is a required study in the first two years of the course, an elective substitute for chemistry in the third year, and one of the fourteen elective subjects in the fourth year. Thus drawing has won for itself an honorable place in the course of study. It is no longer called, except by the ignorant, "a merely ornamental study;" but is recognized as a study, possessing not only great educational value but also great practical utility. What, for example, can express more concisely, accurately, and beautifully, facts of form, of relative size, and of distinguishing differences than a completed drawing? The practised eye gathers from it at a glance what pages of words would but poorly describe. Indeed, drawing has become a necessity in some of the useful arts and, in general, an efficient means of educating the observational powers, the imagination, and the taste.

It seems passing strange that in the course of study for the two Latin Schools there is no requirement for manual training, except penmanship and the drawing that is incidental to the right study of geography, botany, physics, and geometry. The requirements for admission to college are at present such as to exclude even drawing as a regular study from the Latin Schools. It may not be out of place to suggest to college officers, who have been of late years very generous in their criticisms of the public schools, that a liberal education without manual training is incomplete. Indeed, college-bred men lack the efficiency that manual training gives, and especially the sense of proportion that

careful training in drawing cultivates. The most that the School Committee can now do in manual training for the pupils in the Latin Schools is to allow such of them as have the time and strength, to attend for a few hours of the week either the afternoon manual training-schools or the evening drawing-schools.

OBSERVATION LESSONS AND NATURAL AND PHYSICAL SCIENCE.

The changes in the course of study in observation and elementary science mainly consist in a rearrangement of the subjects and topics and in more closely connecting related subjects. The observation of nature, plants, and animals by pupils in the Primary Schools is closely followed — as has already been stated — by lessons in manual training; while drawing and oral and written language are used to express the results of observation and manual work. The child's fondness for animals, plants, and nature in its myriad forms, causes him to observe them attentively. He must see them in order to form clear and distinct conceptions of them and to receive their healthful influence. Words must be things to him; else the talks about the objects are wasteful. Models, pictures, or drawings of the objects must sometimes take the place of the objects themselves, but cannot fill the place. It is plain that teachers of Primary Schools who know the ends and means of observational work, who love and sympathize with nature and especially the child's nature, can, if they possess ordinary skill and are supplied with needed materials, give satisfactory observational lessons. The time has come for assuming that teachers have made general preparation for giving these lessons.

The work in observation begun in the Primary Schools is continued, under the name of elementary science, in the Grammar Schools. There are several distinct lines of science-work prescribed in the course of study. The first line of work is in physiology and hygiene. Beginning with simple

lessons in the Primary Schools, the study progresses gradually in the Grammar Schools through five years; and, even in the sixth year, hygienic duties must be considered. It is obvious that but a small part of human physiology¹ can be, or should be, studied objectively and inductively in the Grammar Schools. The results of the careful investigations made by physiologists with regard to the organs, their structure, functions, and health, must in great part be taken on trust, and must be gathered from text-books or lectures. This information, thus gained, is of little educational value, but is believed to be of great practical use. Indeed, the objective point of the study in the Primary, Grammar, and Latin Schools is health — how to preserve it, or, if impaired, how to restore it.

In the interests of health and morals, the following note is appended to the Grammar-School course of study in physiology and hygiene :

Each year of the Grammar-School course of study, teachers must give to their pupils instruction upon proper food and clothing, suitable exercise and rest, pure air, sufficient light, and temperance in eating and drinking. The attention of teachers is especially called to the requirements of the following law of this State: "Physiology and hygiene, which, in both divisions of the subject, shall include special instruction as to the effects of alcoholic drinks, stimulants, and narcotics on the human system, shall be taught as a regular branch of study to all pupils in all schools supported wholly or in part by public money, except special schools maintained solely for instruction in particular branches." In order to meet the requirements of this law, at least one-fourth of the time set apart each year for instruction in physiology and hygiene must be given to the explanation of "the effects of alcoholic drinks, stimulants, and narcotics on the human system."

This law of the State is referred to in the course of study for the Primary Schools, and is quoted in the introduction to the course of study for the High and the Latin Schools. The demands of the law should be directly and unequivocally

¹ The kind of observational work that pupils may do in physiology is indicated by Dr. H. P. Bowditch in his excellent *Hints for Teachers of Physiology*.

met by the teachers. It is the chosen way of the State to plant in the minds and hearts of our youth the principles of temperance, and to cause them to shun the evils that attend and follow intemperance. In order to cope with the hideous monster, drunkenness, that has ruined so many young men of good education and of noble instincts and character, and has levelled to the ground thousands of weaker youths, the State, desiring to protect itself, has declared that the public school must, in no uncertain tone, give the necessary warning and instruction.

Nor should teachers shrink from portraying to their pupils the evils that are caused by the use of tobacco in its various forms. It would astonish many of our citizens to learn how many boys in our schools use tobacco, and how many growing children — belonging even to the Primary Schools — habitually drink at home both tea and coffee. The robust, well-balanced, and steady-nerved American citizen will soon be a rarity, unless school, home, church, and society combine to prevent the physical degeneration that is sure to follow the habitual use of stimulants and narcotics by the young.

The second line of science-work prescribed in the course of study is in the direction of natural history. The observation of animals, plants, and minerals, begun in the Primary Schools, is to be continued in the Grammar Schools. Pupils are expected to study plant-life with the help of window-gardening or a school-garden; to collect specimens of grains, woods, pressed leaves, and wild flowers, and of some typical animals, plants, and minerals; and to learn the relation of mineral, vegetable, and animal products to arts, industries, and commerce. The third kind of science-work required by the course of study is the observation of physical phenomena, and, in the sixth year of the Grammar-school course, some observational and experimental study of physics, as such.

The educational value of the second and third lines of science-work in the Grammar Schools must be great, provided the method of work is largely observational, inductive, and systematic. If the method be in great part deductive, although illustrated by examples or experiments, or if the subject be presented inductively in the hap-hazard style, the sooner the time be used for other purposes the better will it be for the pupils. Nature coöperates with teachers of natural history and physics who have fondly and carefully studied these subjects, who present to their pupils in an orderly manner objects and phenomena for observation and inference, and who lead pupils, if need be, to test and correct their own observations and inferences. Such teachers rouse enthusiasm; for they, their method, and the subjects attract pupils. The products of such study are not only genuine delight, but also spontaneous concentration, rich stores of facts and truths, a habit of keeping the senses alert and the mind active whether at school or elsewhere, and mental preparation for investigation.

In the High Schools botany is studied in the last four months of the first year, and zoölogy, with an attachment of physiology, is an elective substitute for book-keeping in the second year. In the third year physics is a required study, and chemistry — as has already been mentioned — is an elective substitute for drawing. In the fourth year chemistry, physics, and astronomy are among the fourteen elective subjects. In the late revision of the High-School course, solid geometry, for which drawing had been an elective substitute, was transferred from the third-year to the fourth-year course. This change gave the desired opportunity for lessening the *required* work in physical science (physics and chemistry), to which nearly one-fourth of the school time during the third year had been given. This change was effected by making drawing an elective substitute for chemistry.

In the Latin-School course of study the science-work,

except in physiology and astronomical geography, is confined to the inductive study of botany for a short time in the second and third years, and to the inductive and experimental study of physics in the sixth year.

The time given to science-work in the first two years of the High-School course, and in the first five years of the Latin-School course, must be considered too short by those who know the comparative value of science-study; but there seems to be no way of finding more time for it without lengthening the daily session of school, or introducing the election of studies earlier in the course, or extending the course of study over more years. This extension, it is believed, would not now be approved by the public; but it would not be unreasonable to lengthen the daily session of school a half-hour, or to allow a wider choice of studies in such schools as could furnish classes of ordinary size.

LANGUAGE, GRAMMAR, AND LITERATURE.

English.

No radical changes in the course of study in language for the Primary and Grammar Schools have been made since 1878, when the Board of Supervisors laid out a new course of study. The changes in the lately revised course in language are chiefly in details that need not be mentioned. The principles underlying the course are the same as they have been for the last thirteen years. The most important of these are the following: (1) The "material" for exercises in expression should be gathered by the pupils, with the help of their teachers, from experience and observation; from real and imaginary scenes and from pictures; from their own thoughts upon subjects within their mental range; from reading, regular and supplementary; from prose and poetry committed to memory; from history, geography, and elementary science; and even from arithmetic. Indeed, language is omnivorous; it is constantly crying, "Give, give." (2) Exercises in

oral expression should precede, and, in the earlier stages of training, should introduce, exercises in written expression. (3) Exercises for cultivating correct expression, whether oral or written, should be simple, intelligible, and interesting. (4) Copying, writing from dictation or from memory, composition, and correction, or criticism, are the normal means of forming right habits of written expression. (5) Pupils that enter the Primary Schools at five years of age should, as a rule, study language at least six years before they begin the study of formal grammar.¹ (6) (*a*) Training in hand-writing, or penmanship, should be begun as soon as pupils enter the Primary Schools, and should be continued until they can write legibly, easily, and, at least, in good form. (*b*) Hand-writing is for use and not for ornament. (7) The main purpose of oral or silent reading is the acquisition of thoughts or sentiments from productions in script or print. A subordinate purpose of oral reading is the communication of thoughts or sentiments to listeners. Although the second purpose implies the first, yet, as effective oral reading largely depends upon its elocutionary properties, some time must, as a rule, be given to the cultivation and regulation of the voice. (8) A part of the reading should be collateral to the studies pursued; a part should be easy for reading at sight, and so interesting as to attract the dull and indifferent; a part should demand study and thought, should fill the mind with beautiful and noble sentiments, and should cultivate the imagination and taste. (9) As reading is the instrument that must be used in every study whose matter is expressed by written or printed words, every pupil should be trained to gather the facts and to grasp the thoughts expressed. (10) Some of the best prose and poetry, suited to the age and capacities of the pupils, should be committed to memory and recited.

¹ The Board of Supervisors adopted, in 1878, the proposition of Prof. Benj. F. Tweed, Supervisor of Schools, that the study of English grammar, should be begun by the fourth-year classes, instead of the first-year classes, of the Grammar Schools.

A good beginning has been made in furnishing the Primary and Grammar Schools with suitable supplementary reading-books, both "circulating" and "collateral." It is true, however, that the supply of books which are to remain permanently in the school-house should be greatly increased — such books as can be read *when they are most needed*. They should be easily accessible; indeed, teachers and pupils, upon whose time there are many and exacting demands, should not be compelled to wait for the slowly-circulating books.

Lately, a much-needed change has been made in the interests of good and permanent reading for pupils in the Primary and Grammar Schools — a change similar to the one made in the Boys' Latin School fifteen years ago: Beside the regular reader for the first classes in the Grammar Schools has been placed as a text-book *Masterpieces of American Literature*; and for the first classes in the Primary Schools has been authorized for use as permanent supplementary reading *The Book of Fables*. This change heralds the day, it is hoped, when pupils shall read whole productions that possess high literary merit, instead of reading either "pieces" or "bits" from good authors, or productions that are poor both in thought and in style and that leave the mind empty and listless.

In the High-School course of study in English language and literature, no change was made except to provide that one hour a week be given to that study by the first-year pupils during the few months that they are studying botany. Formerly, there was no study of English during that time. In the fourth year, the study of rhetoric and composition is required for three hours a week; and English literature is one of the fourteen electives. The requirement in English was made in order to secure additional study of and practice in English composition — an exercise needed by all the fourth-year pupils, whatever be their electives.

Some change should be made in the course of reading in the High Schools, if the *Masterpieces of American Literature* be carefully read in the Grammar Schools. It is obvious that pupils who have read in the Grammar Schools *Snow-Bound*, *Evangeline*, and *The Vision of Sir Launfal* should not read and study these productions in the High Schools.

In the course of study for the Latin Schools, English is regarded as an all-important subject. The revised course of study emphasizes this importance. Three classes of exercises are prescribed, viz.: (1) Reading aloud or silently certain standard productions suited to the age and capacity of the class, lives of famous persons, and descriptions of prominent historical events; and the recitation of standard prose and poetry, with some elocutionary exercises. (2) Oral and written reproductions or abstracts of what the pupils have read, and of conversations and lectures; and compositions upon subjects within the experience and mental range of the pupils. (3) Exercises in penmanship, spelling, punctuation, and forms of written composition; in English grammar; in the applications of the principles of good English to the correction of mistakes made by the pupils in speaking and writing; and, during the last two years of the course, in critically studying some standard English prose as to correctness, propriety, perspicuity, and force.

The purpose and the spirit of the study of English in the Latin Schools are indicated by the following notes:

Teachers should recommend for home reading suitable books that may be taken from the school or from the Public Library. Pieces should be committed to memory and recited, not chiefly for the purpose of "declamation," — however valuable that may be, — but for the purpose of filling the mind with good thoughts and beautiful and noble sentiments, and of expressing these in a clear and distinct voice and in a simple and suitable manner. (Note under Classes VI. and V.)

The pupils are now old enough to begin to appreciate literature as such. The purpose and spirit of the author and the merits of his thought and style should be pointed out. His defects should be but lightly touched. (Note under Classes IV. and III.)

The course of study in English literature for Classes I. and II. is largely determined by the requirements for admission to New England colleges. ¹ These requirements in English literature for the years 1892, 1893, and 1894 are given on the next page. Of course, the authors there mentioned should be mainly studied for their literature. If the pupils will but read with a genuine interest and with a fair appreciation of thought and sentiment, not only will their standard of reading and thinking be raised and their literary taste improved, but also their ability to use good English will be increased. Merits rather than defects in the exercises used for improving the style of expression should be emphasized. Indeed, if pupils do not violate the principles of good use, they will not need to correct the solecisms and barbarisms of others; and if, on the other hand, they use bad English, it will be sufficient for them to correct their own mistakes and blunders.

It is high time for the faculties of New England colleges to reconsider the question whether it is desirable to require at the entrance examinations the correction of bad English. This requirement has caused pupils to spend much time in turning English that is utterly bad, and that would never be used except by a few pupils, into such English as would pass muster under the critical eye of the drill-master. Fortunately, the thoughts expressed by the English have usually been as shallow as the English has been bad. The exercise consists of an attempt to dress a scarecrow as if it were a man. The result need not be pictured; but the pupils, who laughed at the original and who congratulated themselves on their escape from such barbarism, find themselves unconsciously dressing their thoughts in the torn and tattered and ungainly garments which they had derided, and for which they had substituted a respectable dress.

It has been affirmed that the colleges adopted the correction of bad English as a compromise between the friends and foes of formal English grammar, with its "parsing" and "analysis," its etymology, syntax, and prosody. The

¹ These requirements, mentioned in the course of study, include the reading of certain productions of Shakespeare, Scott, Longfellow, Addison, Macaulay, Webster, Emerson, Irving, George Eliot, Dickens, and Hawthorne.

exercise of correcting bad English may be the lesser of the two evils ; but neither of them should be tolerated, except so far as they help pupils to understand the English language and to use it correctly, properly, clearly, or forcibly. Neither the old nor the new method of teaching French, German, Latin, or Greek includes the correction of others' mistakes and blunders. It was and is deemed sufficient to apply the principles of the language in correcting one's own errors, and to become familiar with the best standards suited to the age and capacity of the learners—a familiarity that not only lessens the liability to error, but also increases the power of correction.

Foreign Language.

No foreign language has ever been studied in our Primary and Grammar Schools. Indeed, the question has never been seriously considered by any of the Boston School Committees whether it is desirable for pupils to begin the study of French or German or Latin in the Elementary Schools ; and, if desirable, whether it is practicable. It is a solid fact that the present Primary and Grammar-School programmes of study are full. In order to save time for *additional* work, the present studies must be confined to narrower limits ; their respective objects must be much more clearly and distinctly defined ; related subjects and topics must be studied and taught both in their intimate and in their remote relations ; and every subject in the present programme must be presented with the best methods and with a high degree of skill. It is unnecessary to state that, in order to save time in these ways, some radical changes—changes that “Rules and Regulations” and “Orders” cannot make—must be gradually effected. At present, therefore, it does not seem practicable to *add* the study of a foreign language to the already-crowded Grammar-School programme.

But it may be pertinently asked, Would it not be practicable to allow a limited choice of studies in the last three years of the Grammar-School course and to make a foreign language one of these studies? If the number of school-rooms and the number of teachers in the Grammar Schools were considerably increased and if skilful teachers of foreign languages were secured, it would, probably, be practicable to make this radical change. But changing the construction of school-houses and employing additional teachers, especially teachers of foreign languages, would greatly increase school expenses. It would, moreover, be difficult — in spite of the law of demand and supply — to find many excellent teachers of foreign languages. Even in Boston, where Latin has been taught boys since the days of "our brother Philemon Pormort," and notwithstanding the great improvements made in the method of teaching Latin to older pupils, it has been difficult to find instructors that can teach Latin skilfully and efficiently to the younger pupils. No Gradgrind, mechanical method will do with them. Their instructors must have not only good scholarship in Latin, but also great teaching ability, skill, tact, and sympathy; must not — in the words of Milton — "force the empty wits of children" nor leave them "on grammatic flats and shallows where they" stick "unreasonably to learn a few words with lamentable construction;" but must "point out the right path of a virtuous and noble education; laborious, indeed, at the first ascent, but else so smooth, so green, so full of goodly prospect, and melodious sounds on every side, that the harp of Orpheus was not more charming."

It would be even more difficult to find a large number of excellent teachers of French and German than excellent teachers of Latin. This difficulty might, in time, be met, if the departmental plan of teaching were introduced into the three upper classes of the Grammar Schools. This change in organization would be of immense advantage to the

schools, if only able instructors were placed in charge of the departments. There is no doubt that skill, even to the degree of expertness, could be acquired by a teacher who had received a good general training, and who then, following his bent, devoted his time and energy to one department of study and teaching. The plan of requiring one instructor to teach all the subjects of study pursued by one class in one year, results usually in scattering his energy and sometimes in expending it on subjects that he, either by nature or by lack of training, is not qualified to teach. Think, too, of the waste of a pupil's time, who, in six years, is under, at least, six different teachers of penmanship, no one of whom may be expert in teaching that subject. The waste is likely to be especially great in drawing, in singing, in elocutionary reading, and in a part of the subjects of elementary science; nor, in some schools, is the waste small in geography, history, and arithmetic.

Until the departmental plan of teaching the upper classes in the Grammar Schools be adopted, it will probably be impracticable to introduce into them the study of foreign languages. Whether the introduction of this study would be desirable need not now be considered. The educational demands of the present are, however, so different from those of even our grandfathers' time that it may not be sufficient for Boston to allow boys and girls of eleven, after examination, to enter the Latin Schools, and then and there to begin Latin, and two years later to begin French or German. Preparation for admission to college is thus wisely begun; but may not the demands of a general education or the preparation for special callings make it desirable for other pupils than those who are preparing for college, to begin early the study of a foreign language? This question will require an answer within a few years.

In the High-School course of study in foreign languages, no important change was made. A pupil regularly studies

French, or German, or Latin during the first two years, and, during the third year, either continues that study or "dropping" it, begins the study of French, or German, or phonography. In the fourth year, French, German, and Latin are among the fourteen electives. The department of French and German has been greatly improved under the supervision of its Director. His plan and method of work, printed in School Document No. 13, 1891, have been of great value to the teachers.

In the course of study for the Latin Schools, provision is made for studying Latin six years; French or German three years, viz.: the third, fourth, and fifth; and Greek, the last three years of the course. One marked feature of the Primary, Grammar, and Latin-School courses of study, in the different subjects, may be aptly illustrated by the course of study in French or German. That feature is the union of method with subject. The course of study prescribes not only what is to be done, but also how, in a general way, it is to be done. The very difficulty of separating the two, and the necessity of uniting them in order to reach intelligently and expeditiously the ends of study, indicate plainly that the antiquated notion — probably imported from Europe — that a course of study should be confined to mentioning subjects in logical order, is false, or — to use the hideous term that is coming into good use — unpedagogical. The requirements for beginners in French or German are the following:

FRENCH OR GERMAN: *Three and one-half hours a week.* 1. (a) Translating into English, reading aloud, and, immediately after the teacher, repeating aloud, easy French or German. (b) Simple exercises in pronunciation and conversation based on this French or German. (c) Unprepared translation of easy French or German into English. 2. (a) Oral and written practice in the forms and use of nouns, pronouns, adjectives, articles, regular verbs, and at least twenty irregular verbs. 3. Simple oral and written translations of English into French or German.

NOTE: Pupils should, with the help of the teacher, read, at the outset, French or German, and translate it into English. They should be trained to observe forms and idioms and the force of these; and thus should acquire some real knowledge of the foreign language before they begin to study its formal grammar.

"Although," it might be said, "this course in French or German seems reasonable, yet by prescribing the method you are interfering with the independence of the teacher; you are preventing him from using his good judgment in adapting means to ends; and, as the science of education progresses, you are keeping him from applying the new thought to and from casting the new light upon his methods of instruction." So far as Boston is concerned, a sufficient response to these objections is that no teacher who is convinced that his is a better method than the prescribed, and who can give a good reason for the faith that is in him, is ever prevented from trying the same. The prescribed method is intended to be the best — a method founded upon solid principles and upon the teachings of experience. It interferes only with those teachers that are slaves of custom or prejudice; that use, not their own judgment, but their ancestors'; that, from inertia, do not study the signs of the times, nor seek through reading and investigation the best methods of instruction. Moreover, the subjects and the order of subjects are changing with the methods of instruction. If there is danger that lurks in the latter, it also lurks in the former. To be consistent, whoever objects to prescribing methods should also object to prescribing subjects. The safe way is to prescribe both as parts of a whole, and, whenever there is need, to change both.

Some of the objects and the prescribed method of studying foreign languages in the Latin Schools are indicated by the following notes:

(1) To translate readily French or German into idiomatic English, and (2) to acquire and appreciate the author's thoughts through *reading* the foreign language without *translating* it into English, are the two

main objects of its study in the Latin Schools. While accomplishing these objects, the pupil should acquire a correct pronunciation and a familiarity with forms and syntax, and should begin to compose and converse in the foreign language. (Note under Class II.)

Beginners in Latin should hear much easy Latin read and translated and should read aloud the same or similar passages and translate them into English so that Latin words, the changes in their forms, and the force of these changes, may become familiar. A few Latin words should be added each day to the vocabulary of the pupils. (Note under Class VI.)

Pupils should be induced to translate much Latin into English. To this end the teacher should occasionally translate and comment upon the more difficult passages; should cause the brighter pupils to translate at sight average passages, and the average pupils to translate at sight the easier passages, and should skilfully remove the difficulties that obstruct the way of the duller pupils. (Note under Class IV.)

That pupils may, early in the course, acquire some knowledge of the Greek language as a foundation for their study of its formal grammar, they should read aloud and should hear the teacher read much connected Greek and should, with his help, translate it into English. They would thus gradually learn, through ear and eye, changes in the forms of words and, through the understanding, the force of these changes; and, at the same time, interest in the connected narrative would gain daily in the power of translating readily Greek into English. (Note under Class III.)

The productions of Latin and Greek authors should now be read and interpreted as literature. However valuable the study of Latin and Greek grammar may be made, it should be kept strictly subordinated to the study of the Latin and Greek literature read. (Note under Class I.)

GEOGRAPHY.

Geography has never been regularly studied in the Boston Primary Schools. Some simple exercises given there on distance and direction, including the points of the compass, and some observation of common physical phenomena and of the more marked properties of animals, plants, and minerals, have served as an introduction to the regular study of geography in the Grammar Schools. In these — according to the revised course of study — geography is studied for five years instead of five and a half years, as formerly. The

work for the first two years is in some respects different from what it was, and the whole course is somewhat shorter ; moreover, provision is made for reading physical geography in the sixth year.

The changes made in the course of study in geography do not mean that geography is losing its place as one of the most useful and culture-giving studies : they mean only that the essentials of geography can be acquired in five years of study. It is certain that if the purpose and spirit of Miss Crocker's, and of her successor's, teachings be the guide, geography will be freed — as it has been in very many classes — from petty and unimportant details, will do the work it was intended to do, and will reach its deserved prominence.

Geography is not studied in the High Schools, except in its relation to history. In the Latin Schools, it is regularly studied the first two years of the course ; and in the third year a little time is given to the reading and study of physical and astronomical geography. Some attention is also given to geography in its relation to American, English, Grecian, and Roman history.

HISTORY AND CIVIL GOVERNMENT.

Although it is a prevailing theory that the reading of biography is the best introduction to the study of history, and although the doctrine that the inductive is the right method of teaching has met general acceptance among "educators," yet no stories of famous men and women and no lives of heroes have been regularly read by the first classes of the Primary Schools, nor — if we except some stories from American history — by the three lower classes of the Grammar Schools ; moreover, the pupils of these classes and of the lower classes of the Latin Schools have not, with rare exceptions, been induced by their teachers to visit historic places, buildings, and monuments in and about Boston. If

the same degree of skill and taste were used in writing for young people true stories and lives of historic persons as is used in writing fiction for them, there would be a large supply of such productions, clearly and simply written and adapted to the capacities and needs of the young. Truth is, indeed, stranger than fiction; and the true stories of the noblest and of the most useful persons in our history, if read by the younger pupils, would serve not only for interesting exercises in reading, but also for impressing on the minds and hearts of the young the useful lessons that history teaches and for introducing them early to the simple study of historical events.

In the spirit of the preceding remarks and with the hope that, before long, there will be a sufficient supply of suitable historical reading, the following requirements were made in the Grammar-School course of study for the three lower classes: (1) Reading stories from American history; (2) reading lives of persons famous in American history; (3) describing visits to historic places, buildings, and monuments in and about Boston. During the fourth and fifth years in the Grammar Schools, American history is regularly studied, and English and other European history so far as it is connected with American history. There has been a growing conviction that pupils leave the Grammar Schools with too little solid knowledge of their country's history, and with little or no real knowledge of the government of their city, state, and nation. To find time for a systematic review of American history and for a substantial study of civil government, the time that had been given by the sixth-year class to geography and to readings from English history was taken. The present requirements for the sixth year are the following: (1) The civil government of the United States, of Massachusetts, and of Boston; (2) review of American history, including United States history, and also of its connection with English and other European

history; (3) reading lives of persons famous in English history.

NOTE: The study of civil government should be connected with the study of the history of the state and of the United States; and the actual workings of the city and the state government should be observed.

The High-School course in history and civil government, changed but little from what it was, is as follows: Ancient history in the first year; mediæval, in the second year; modern, in the latter part of the second year; modern, continued and completed, and civil government, in the third year. In the fourth year, history is one of the fourteen electives.

In the course of study for the Latin Schools, history is associated with English, because history furnishes excellent opportunities for oral and silent reading, and for oral and written reproductions or abstracts. The following are the requirements in history: In the first year, lives of persons famous in American history, its important events, and visits to historic places, buildings, and monuments in and about Boston; in the second year, lives of persons famous in English history and its important events; in the third year, Plutarch's *Lives of Famous Greeks*, and the great events in the history of Greece; in the fourth year, Plutarch's *Lives of Famous Romans*, Macaulay's *Lays of Ancient Rome*, and the great events in the history of Ancient Rome; in the fifth year, the great events in the history of Ancient Greece and Rome. The following notes indicate the purpose and method of historical reading and study in the Latin Schools:

The reading of history lessons should be accompanied and followed by collateral reading and by conversations upon prominent and interesting events. There should be, of course, no attempt to load the memory with unimportant facts and dates. The main purposes should be (1) to train the pupils to grasp mentally the leading events in their

order, and (2) to induce or arouse an interest in historical reading. (Note under Class VI.)

Pupils in Class IV. are old enough to begin to appreciate causes and consequences of historical events, and to form clear conceptions of the life of the people whose history they are reading. Teachers should use statuary, paintings, engravings, photographs, and other available historic illustrations (at the Art Museum and elsewhere), and should read to the pupils, or cause them to read, such extracts from standard historical writers as distinctly and vividly portray famous men and events. (Note under Class IV.)

MATHEMATICS.

Arithmetic.

The course of study in arithmetic for the Primary Schools was not changed by the revision, except that an unnecessary note was omitted, and a half hour was added to the two hours a week formerly given to arithmetic by the first-year class.

The changes in the course of study in arithmetic for the Grammar Schools were made in order to limit the work in some directions and to extend it in others. No principle of the former course was violated, unless the following additional requirements were violations: The measuring of length, of rectangular surfaces, and of rectangular solids, by Class VI., Class V., and Class IV., respectively; the measuring of angles by Class II., and of the trapezoid, the pyramid, cone, and sphere, by Class I.; and the finding of the cube root of perfect third powers of simple integers, by Class I. Beside these possible offences must be placed the omission of an unnecessary note, and the adding of one-quarter of an hour a week to the time formerly given to arithmetic by Class V., and half an hour a week to the time that used to be given by Class II. and Class I. The time assigned to arithmetic before revision was 15% of the whole school time, and now it is 16%.

The increase of 1% must not be looked upon as an act of

throwing meat to Cerberus in order to induce this monster to allow some of the condemned arithmetical subjects to withdraw from the shades whither they were consigned by the Board of Supervisors in 1878, and whither other subjects that deserved a longer life were sent a few years ago. Although, probably, the metric system, and, possibly, some practical subject in percentage, will, sooner or later, demand readmission to the course of study, yet the time for arithmetic was not increased in order to make room for these discarded subjects. The sole purpose of increasing the time 1% was to meet, in small part, the crying need of more time for intelligent and thoughtful study of the arithmetical subjects that the so-called reformers left in the former course of study.

"But why," it may be asked, "should the measuring of lines, surfaces, and solids be introduced into the course of study in arithmetic, and especially into the course for the lower classes?" The answer is plain: The units of long, square, and cubic measure are among the most useful in practical life, are included in all standard arithmetics, can be best taught—or rather learned—by actually measuring length and rectangular surfaces and solids, and are involved in problems whose solution requires exact numerical work. Now that the metric system is a thing of the past in the Boston Grammar and Primary Schools, one of the best subjects for intelligent, connected, and exact objective instruction is long, square, and cubic measure. Begun in the Kindergartens as the fundamental form and number study, it is continued in the Primary Schools within narrow limits (inch, foot, and yard as units of length). When, at no distant day, the Kindergartens and the Primary Schools shall have been united in purpose and method, measuring will become an essential part of and an important aid to the study of form and number in the Primary Schools. Nor will the change stop here. After paper-folding and cutting, sewing, modelling, drawing, and light

tool-work or carpentry shall have been properly related to each other, there will be evolved a systematic study of form—already named objective geometry—of which mensuration will be an essential part.

In the High Schools, according to the revised course of study, the individual facts of arithmetic may, in the first year and a half, be generalized and expressed in algebraic form, and the principles of algebra may be applied to the solution of arithmetical problems. Moreover, those pupils that elect book-keeping instead of zoölogy are required to study in the second year commercial arithmetic. In the third year arithmetic may be reviewed with algebra. As formerly, arithmetic is regularly studied the first year and the second year in the Latin Schools. In the third year, individual numerical facts are generalized and algebraically expressed; and in the fourth year, the principles of algebra are applied in the solution of arithmetical problems.

The course of study in arithmetic for the Primary and Grammar Schools contains only subjects with which a man of average intelligence should be familiar, and of which he is likely to make some practical use. Whether the present course of study in arithmetic contains all such subjects is still an open question, and was by no means settled a few years ago. One illustration will suffice: Pupils in the Kindergartens, four or five years old, become familiar with the cube; ten or eleven years later, they are graduated from the Grammar Schools without being required to find the length of the edge of a cube whose volume is given. The revised course of study has partly removed this absurdity by requiring pupils of the graduating classes of the Grammar Schools to find the cube root of perfect third powers of small integers.

Not only on the ground of practical utility and ordinary intelligence, but also on the ground of mental power, should all the subjects now in the course of study in arithmetic

remain there. The argument that demonstrative reasoning is not the kind of reasoning that is used in practical life, and should, therefore, in school exercises, be reduced to a minimum, proves — if it proves anything — too much; for it applies as much to algebra and geometry as to arithmetic. But demonstrative reasoning does enter into the daily affairs of practical life. The day laborer in his calculations with regard to wages, food, and rent, and the manufacturer and the merchant in their large transactions, must obviously exercise their power of demonstrative reasoning. Nor should it be supposed that pupils at school who are finding out for themselves numerical facts always work within the regions of certainty. If, for example, they seek to find how many blocks are six times five blocks, they must use the greatest care lest they make a mistake in their calculation; and this liability to mistake causes them to repeat the operation until the identity of results *convince*s them that the product is thirty blocks. Does this way of working differ much from the man's way of working, when he is engaged in the practical affairs of life — when he is giving his attention to what is possible or probable or near to certainty? Moreover, if pupils are told that a man earns fifteen dollars in three days and are asked how much at the same rate he can earn in six days, they not only use their knowledge of the numerical fact that six days are twice three days, but also exercise their common sense in judging that, in twice as many days, he can earn twice as much money.

So, too, in solving practical problems in written arithmetic, pupils are required to exercise their common sense. But a great delusion, a wide-spread fallacy that seems to have taken possession of college men especially, has caused the study of arithmetic to be regarded of little educational value. The fallacy arises from considering the study of arithmetic to be the study of numerical processes. An analysis of any practical problem in written arithmetic will

expose the fallacy: First, pupils decide what is the concrete end to be reached; second, they consider the conditions of the problem and determine by what numerical process they shall reach that end; thirdly, they "abstract" their minds from the conditions of the problem and the concrete terms used and give their attention to and perform the numerical process required; and, finally, they express the result in a concrete term. They cannot slight any one of these parts of the solution without endangering the result. Each part of the solution requires the exercise of attention, and, unless the kind of problem is familiar to them, the second part may require the exercise of a high degree of attention, while they are thinking of the means to be used for reaching the end. It is certain that the thoughtful consideration of the conditions of practical problems and the determination of the method of solving them give vigor and point to young minds, and cultivate the power of selecting means for accomplishing definite ends. Nor is the third part of the solution without a little educational value, inasmuch as it demands genuine abstraction and absolute accuracy; but the automatic action of the mind in ciphering—the result of much previous repetition—is valuable chiefly as the means for reaching the end. When the exercise of ciphering is given by itself as an end, the pupils take little or no interest in it, and either are burdened by trying to give attention to what is empty and commonplace, or, yielding to their feelings, become careless of the numerical process and thus defeat the very purpose of the exercise. The less of such ciphering—in the opinion of the writer of this report—the better it is for the pupils; indeed, if arithmetic and ciphering were identical, the reformers would be right in reducing the exercises to a minimum.

It is plain that the interests of the pupils demand a careful consideration of all the subjects in the present course of study in arithmetic; that, to this end, just such practical

problems as and no more difficult ones than occur in real life, and as many problems as and no more than are needful to evolve, enforce, and fix in the mind the principles of each subject, should be solved by the pupils. Indeed, the study of arithmetic combines, in a very high degree, what is practically useful with what serves as a mental gymnastic. Can it be, then, that such a fruitful study is to be torn up by its roots and to be hacked and cut to pieces? Not certainly by him who has considered and who knows the real worth of the study. Such a crime against the best interests of our pupils might be ignorantly committed by one who in his youth had "memorized" numerical facts instead of finding them out for himself and intelligently using them until they were lodged in his memory; who had been forced to cipher aimlessly and drearily instead of thoughtfully solving useful problems; and who had fought a losing battle with such problems in circulating decimals, alligation medial and alternate, single and double fellowship and position, permutations and combinations, as adorned the pages of Pike's arithmetic or of the "mathematical text-book compiled by President Webber for the use of the University at Cambridge."

Algebra.

The course of study in algebra for the Latin Schools remains unchanged. It is regularly studied the third year, the fourth year, and a part of the fifth year. In the High-School course, a decided change was made: Instead of limiting the study of algebra to the first year, it is extended into the second year. Among the reasons for making this change were these: (1) The average pupils of the first-year class found algebra the most difficult study; and (2) classes were unable to complete elementary algebra in one year. In the course of study for the fourth-year class, advanced algebra is made one of the fourteen electives.

The proposition to introduce algebra into the Grammar-School course of study has never been officially considered by any of the Boston School Committees. It is obvious that algebra as now studied in the High Schools would present even to the brighter pupils of the first and second classes in the Grammar Schools so many and strange difficulties as to demand an exorbitant amount of school time — time that the pupils need and must have for the standard studies of the regular course. It is, therefore, out of the question to *add* algebra to the present Grammar-School course of study.

It has, however, been seriously proposed to substitute the study of algebra for the study of arithmetic in the upper classes of the Grammar Schools. At first thought, it seems reasonable to substitute one branch of mathematics for another branch; at least, the consideration of the question whether the study of mathematics be good mental discipline is thus postponed till algebra is completed and the college demands satisfied. The proposition, too, seems innocently to offer a more substantial feast to those who are hungering for mathematical food. The conundrums in single and double position and other difficult arithmetical problems whose solution used to strengthen and test the mental powers of our grandfathers have been withdrawn from the later text-books in arithmetic, and, in somewhat changed form, are now found in algebras. Grammar-School pupils who, three or four years ago, were in Primary Schools are to cope with these difficulties and with such as legitimately belong to algebra — with generalizing numerical facts and expressing the generalizations with the help of letters; with interpretations of a new and strange mathematical language; with mechanical processes long and intricate; with reasonings that demand concentration, patience, and thought. Indeed, the proposition seems to herald the day when pupils shall leave the unobstructed plains and struggle to scale the mountains.

It should not be forgotten, however, that the men who left

arithmetic out of the requirements for admission to college are the same as propose to take it from the upper classes of the Grammar Schools. It may not be unreasonable to doubt whether these college men are competent judges of what is best for Grammar-School pupils; at least, it would be the part of wisdom for the humble individuals who know the facts, and who are to be held responsible for making the change, to demand that the reformers' judgments, whether tinged or not with prejudice, should be supplemented by some convincing arguments, none of which have as yet been presented. The burden of proof must be placed on the shoulders of the reformers. They must present the comparative practical and educational values of arithmetic and algebra, and show that the values of the latter study are superior to or inclusive of the values of the former study.

In measuring the *practical* value of these studies, it should be kept in mind that certain subjects now studied by the upper classes in arithmetic cannot be treated algebraically; and, therefore, that such pupils as cannot enter High Schools will be deprived of valuable instruction. Again, in estimating the practical value of algebraic methods and formulas, it would be desirable for the reformers to appeal to their own experience in order to decide which of the two they use in the practical affairs of life — algebraic formulas or arithmetical principles. Perhaps they will discover that, except on rare occasions, they appeal directly to arithmetical principles, and that, whether they start with the one or the other, they can arrive at no practical result without the use of arithmetic.

It may be, therefore, that the reformers rest their case not upon the practical but upon the *educational* value of algebra as compared with that of arithmetic. If this be true, they must show that the pupils in the upper classes of Grammar Schools would receive more mental training from studying the general facts or truths of algebra, from performing operations with general terms, and from solving

problems involving general terms or a mixture of general and numerical terms, than the pupils now receive from studying particular numerical facts and generalizing the same, from solving particular arithmetical problems that involve definite numerical terms and that require particular analyses, and from evolving arithmetical principles from these analyses.

As the educational value of generalizing depends mainly upon a clear and distinct understanding of particulars and upon observing the similarities in these, the reformers must show that the general terms and formulas of algebra are arrived at by the pupils through the study of particulars. But the study of particulars is an arithmetical, not an algebraical study. If the pupils work with general terms and truths before the particulars are understood, they may acquire some mechanical accuracy and dexterity, and may even work out formulas that they can use in the solution of numerical problems; but the educational value of the work—the mental gymnastic—is reduced to a minimum. Therefore, unless the reformers can change the nature of the youthful mind, the pupils of the upper classes in the Grammar Schools cannot profitably study for mental discipline algebraically those subjects which they have not already studied arithmetically. The exceptions to this rule prove its correctness.

It only remains now for the reformers to prove that the pupils of the upper classes would gain more mental power by studying such elementary subjects of algebra as correspond to the arithmetical subjects studied by the lower classes of the Grammar Schools than by studying the arithmetical subjects prescribed for the upper classes. After breaking up the unity of elementary algebra, the reformers should seize the golden opportunity offered them; the very difficulty of comparing the values of studying subjects that differ so much gives theory the appearance of truth and

reality. But, whatever be the opinion of theorists, they should consult the teachers of the upper classes of Grammar Schools and learn that pupils, although they have been in Grammar Schools three or four years, need to exercise their minds upon particular arithmetical facts and problems — upon what is real, clear, and distinct; that thus and only thus can these pupils hope to generalize facts correctly and to discover the principles involved. The reformers would thus learn that a too early study of algebra lessens the mental gymnastic that both arithmetic and algebra can give, and that a solid basis for algebra can only be laid after a thorough study of arithmetic.

Geometry and Trigonometry.

In the course of study for the Latin Schools, objective geometry is prescribed for the first two years. The requirement for the second year is "Objective geometry, including the mensuration of the parallelogram, triangle, trapezoid, trapezium, circle, and any other plane figure divisible into triangles; of the right prism, pyramid, cylinder, and cone; and of the sphere." The following note indicates, in general, the character of the exercises required:

Pupils are to observe, measure, and represent solids, surfaces, and lines, and to infer, express, and use simple geometrical truths.

As formerly, plane geometry is studied in the Latin Schools a part of the fifth year and in the sixth year. In the High Schools, plane geometry was formerly studied from the beginning of the second year and completed the same year; now, according to the revised course, it is begun about the middle of the second year after elementary algebra has been completed and is continued and completed the third year. This change causes solid geometry, formerly a third-year study, to be transferred to the fourth year, in which it is one

of the fourteen electives. Plane trigonometry (with its applications to surveying and navigation) and analytic geometry are also among the fourteen electives. It will be noticed that elementary algebra and plane geometry are studied in three years, instead of two years, as formerly. This seems a remarkable change in view of the fact that it is made at the time when educational experts propose that Grammar-School pupils begin algebra at twelve years of age and plane geometry at thirteen. If the reformers had proposed that objective geometry be studied in the lower schools, the proposition would have been received with favor; indeed, they would have found, had they made a thorough examination of courses of study and instruction, that a good beginning of geometrical study — as good as circumstances have permitted — had already been made. It is evident that as soon as drawing and other kinds of manual training shall have been properly related to one another and to the general study of form, there will be given a fine opportunity of organizing the study of objective geometry — an opportunity which it is hoped the educational experts will seize. It is plain that objective geometry would be, practically and educationally, one of the best studies for pupils in Primary and Grammar Schools; but experience — certainly experience in the Boston Latin School for the last fifteen years — has taught that, until a careful plan for the study of objective geometry shall have been formed, the work in it, except in mensuration, will probably be miscellaneous and unsatisfactory.

It needs but little consideration in order to give a decisive answer to the question whether plane geometry as now studied in the High and Latin Schools can be profitably studied by thirteen-year old pupils in the Grammar Schools. Of course, plane geometry does not mean objective geometry; for the latter includes the study of solids as well as of surfaces, and, in its elements, solids before surfaces.

Moreover, objective geometry convinces through observation, measurements, experiments, and constructions; while plane geometry convinces, or rather gives absolute certainty, through mathematical demonstration. The method of objective geometry is mostly inductive; the method of plane geometry, mostly deductive. Nor does plane geometry mean geometry diluted with illustrations, or other devices — a kind of annex to objective geometry. Plane geometry, as a "substantial study," includes the mathematical demonstrations of theorems logically arranged. Although it is true that Grammar-School pupils can and should reason deductively, yet to follow closely and understandingly a chain of demonstrative reasoning, especially about what is unfamiliar, would require from them an unnatural, an herculean effort. The degree of concentration necessary to master the demonstrations would be likely to sap the mental energy and to break the will of thirteen-year-old pupils of average ability. Therefore, were there time for the study of plane geometry in the Grammar Schools and were it taught only by experts, to require it there would be — to speak mildly — unwise and improvident.

MUSIC.

Singing is an essential exercise in the Kindergartens, and, united with the games, gives to the teachers a natural, delightful, and efficient means of arousing and cultivating the moral nature of the pupils. In the other schools, singing does not play so important a part; yet it improves the moral condition of the pupils, softens their manners, makes school attractive, and gives in the most natural way a fund of song and verse that carry cheer and joy to many homes, and that afford the means of adding interest and charm to social intercourse.

The old course of study in music for the Primary and Grammar Schools was good for its day and generation, but

was encumbered with references to text-books, and has, of late years—except in a small part of the schools—been followed neither in letter nor in spirit. For this course of study, the following note is substituted in the revised course :

Each special instructor of music will, under the direction of the Committee on Music, determine the topics, the order of topics, and the method of instruction within his own circuit of schools.

In the High Schools, singing is, as formerly, a regular study during the four years' course. In the Girls' Latin School, singing is a prescribed exercise and is given a part of the time assigned to gymnastics. In the course of study for the Boys' Latin School, singing is not mentioned. Before entering the school, most of the boys have practice in singing for at least six years. It would, of course, be highly desirable, especially for the lower classes, to continue the practice and not to leave it entirely to the interest and good-will of the boys, a few of whom form a choir for practice out of school.

As singing is no longer considered an "ornamental study," but one that has great moral, domestic, and social value, it may be desirable for college faculties to place singing among the elective subjects to be studied in preparation for admission. Plato's estimate of music as a means of education, and the place it held, in mediæval times, among the seven liberal arts, show that the suggestion is not unworthy of consideration. Nor in these times of upheaval in educational ideas, when there seems to be no recognized unit, ancient or modern, by which the value of studies may be measured, can we afford to slight the things of the spirit. The power of singing, the natural language of the spirit, should not be lessened by neglect; indeed, as Hegius said, "All learning is hurtful, when acquired with spiritual loss."

BOOK-KEEPING.

As formerly, book-keeping by single entry is studied for a short time by the first classes in the Grammar Schools. In the second year classes of the High Schools, book-keeping by double entry remains the elective substitute for zoölogy. The simple study of book-keeping in the Grammar Schools prepares pupils to keep family accounts correctly and gives them a useful knowledge of bills, notes, and checks. Occasionally a Grammar-School graduate keeps by single entry the books of some business concern. In the High Schools, the principles of book-keeping by double entry are thoroughly studied and regular sets of books are kept. Many of the pupils enter business houses, some of whom become assistant book-keepers and a few of whom take the entire charge of the books. Some, becoming partners in a business, do not keep the books, but from their knowledge of the principles of book-keeping are able to examine and approve the books of the concern.

There is not a shadow of a doubt that the simple knowledge of book-keeping acquired in the Grammar Schools is of extensive practical use. To doubt this would be like doubting the value of learning to write one's name. Whether the study has any educational value is a question not worthy of a moment's consideration; yet, on the ground that book-keeping by single entry trains pupils to be exact, methodical, and systematic, could its educational value be proved. Book-keeping by double entry has been styled a "bread and butter study." This assertion, partly true, contradicts the assertion that the study is utterly useless. Although different kinds of business may demand different forms or methods of book-keeping, yet the same general principles underlie all methods. It is these principles that pupils study and that they apply by an approved method to one kind or to several kinds of business, and are thus enabled to apply to any kind

of business with whose peculiarities they have become familiar. Nor is it true that book-keeping by double entry is merely a "bread and butter study." It is much more. It is a study not only of forms, but also of principles — a study requiring close attention and thought. In applying these principles, pupils must be constantly on their guard against error, and if they make mistakes must learn to detect and correct these. It is also one of the best studies for training pupils to perform systematic work — a training that all pupils need. After closing a set of books, pupils have before them a *system* of accounts, with particulars classified, with classes arranged and brought into such unity as to convey at a glance the financial condition of the business.

PHONOGRAPHY.

In the revised course of study for the High Schools, phonography is offered to the third-year class as the elective substitute for a foreign language, and to the fourth-year class as one of the fourteen electives. Except in the Evening High School, phonography has not, until this time, found a place in any of the courses of study for the Boston public schools. Next year the full value of the study to pupils of the High Schools will be tested. For the present it is sufficient to be assured of its practical utility, its convenience, its time-saving.

ELECTIVE STUDIES.

There is no choice of studies in the Primary and Grammar Schools. Parents, after deciding to send their children to a higher school, choose whether to send them to one of the Latin Schools, there to be prepared for admission to college; or to one of the High Schools, there to be prepared "for life," for business, for admission to the Normal School or to the Institute of Technology, or even to a college. This choice of courses of study is an important feature of the

Boston public schools. Nor does the choice stop here. In the third-year course of study for the Latin Schools and the two years following, a choice between French and German is allowed. The following generous note mentions what other choices of study might be made and what supplementary work might be done if the conditions were favorable and the circumstances of the Latin Schools would permit :

To meet the special needs of some pupils, they will be allowed — if the circumstances of the school permit and the head-master consent — (*a*) to substitute the history of the United States and of England for the history of Greece and of Rome; (*b*) to substitute solid geometry (or the elements of analytic geometry, or advanced algebra, or logarithms *and* plane trigonometry with its applications to surveying and navigation) for Greek composition; (*c*) to substitute advanced French, or advanced physics, or advanced mathematics, for advanced Greek; (*d*) to substitute elementary German *and* solid geometry, or any other of the branches of mathematics mentioned in (*b*), for advanced Greek; and (*e*) to “anticipate” studies of the Freshman year.

There is a liberal choice of studies offered in the course of study for the High Schools: In the first year, any *one* of the three languages, French, German, and Latin, may be studied. In the second year, there is a choice between book-keeping and zoölogy. In the third year, the foreign language already studied two years may be continued; or French or German may be begun; or phonography may be taken instead of a foreign language. There is also a choice between chemistry and drawing. In the fourth year, all the studies or exercises, except rhetoric and composition, singing, and gymnastics, are elective. A choice of studies, occupying twelve hours a week, must be made from the following fourteen electives: English literature, history, French, German, Latin, advanced algebra, solid geometry, plane trigonometry (with applications to surveying and navigation), analytic geometry, physics, chemistry, astron-

omy, drawing, phonography. The limited choice of studies allowed by the former course of study was, in the main, attended with good results. One safeguard was this requirement, that "the choice of studies must be subject to the approval of the principal." But as the number of teachers is proportioned to the number of scholars, there is danger in some schools either that the choice of studies will be too much restricted or that the time and energy of teachers will be spent in attempting to teach too many subjects. Although the safeguard mentioned above still exists, yet the elective course of study for the fourth-year class must be, at present, regarded as experimental. Whether such unlimited choice of studies and such unrestricted assignment of time to the chosen studies be approved in the future will largely depend upon the wisdom of the principals. It may be found that, after experience and conference, the circumstances and aims of the fourth-year classes are so similar as to warrant a definite assignment of time to the several electives.

TIME COURSES OF STUDY.

Before revision, the courses of study for the Primary, Grammar, and High Schools were time courses; that is, the number of hours a week to be given to each study or exercise was prescribed. Some changes in the assignments of time have been made by the revision; and the course of study for the Latin schools has been made a time course. In the appendix to this report is given the number of hours assigned to the several subjects in each of the four courses of study.

GUIDING PRINCIPLES OF THE REVISION.

For the foregoing exposition of the changes made in the late revision of the four courses of study and for the qualifying

remarks and the incidental suggestions or criticisms, the writer of this report is alone responsible. The Board of Supervisors are responsible only for the principles that guided them in making the revision, for their recommendations, most of which were adopted by the Committee on Revision, and for the arrangement and form of the courses as finally printed. In doing this work, the Board of Supervisors, seeking information and suggestions from trustworthy sources, and endeavoring to keep up with the times, felt bound to recommend only such changes as would probably be of benefit to the schools. They kept in mind that courses of study are not made in a day, but are the results of years of experience; that novelty, though attractive, is a fool's reason for change; that theory, though its armor seem impenetrable, should not be tested by subjecting thousands of pupils to the risk of loss and injury. One delusion especially was avoided — a delusion that might be appropriately styled the *foreign mania*. Briefly stated, it is this: What Berlin and Paris pupils do, Boston pupils can and should do. It does not require much consideration to detect the fallacy in this amusing assertion. If the national institutions, the social and domestic life, the moral atmosphere, hereditary influence and predisposition, the organization of schools and the ends of education, the ability and methods of teachers, the motives of pupils, and the time they give to study were the same here as in Prussia or in France, it would be reasonable to expect Boston pupils to do the same and as much as Berlin or Paris pupils, and *vice versa*.

But though the conditions of life and study were the same here as abroad, it would not be safe to follow blindly foreign guides. Let some evidence be given by witnesses, who are, presumably, trustworthy and unprejudiced. The following quotations are from the address of Emperor William, of Germany, made to the Commission on School Reform:

In the first class of the Gymnasium at Kassel, "I required $5\frac{1}{2}$, $6\frac{1}{2}$ to 7 hours a day for home work. Add to that number 6 hours at school, 2 hours for meals, and you can figure for yourselves what remained of the day. If I had not had the opportunity of riding to and from school, and of taking some other outdoor exercises, I should never have known how the world looks." . . . "Gentlemen, the bow has been stretched to its fullest tension, and it cannot stand this strain." . . . "Nearly all the so-called *Hungercandidaten* (people who can barely eke out an existence), especially the journalists, are shipwrecked gymnasiasts; and this is a danger to us. These morbid conditions, which exist in too high a degree, must be removed — the meadow cannot absorb any more water." . . . "The school hours, including those for singing and gymnastics, for a boy of 12, 13, or 14 years, amount in the third and fourth classes to an average of 32 a week, but rise in some institutions to 35, and in the fourth and fifth classes of the Real-Gymnasium to 37." . . . "The statistics with regard to short-sightedness are really frightful; and, with regard to many other kinds of disease, there exist no adequate reports. Let us begin to reflect, therefore, what sort of progeny we are raising for the defence of our country. I want soldiers and a powerful nation, men that can serve the country as intelligent leaders and officials. All these near-sighted people are of no practical use; for how is it possible that a man who cannot use his eyes will accomplish much? In the graduating classes, near-sightedness has risen, in single instances, to 74 per cent. In my own class, although we used a good room, the teachers' conference chamber, as a class-room, — which, in accordance with the wish of my mother, had been well-ventilated and had only side light, — out of 21 pupils, there were 18 that wore spectacles, two of whom could not see the blackboard." . . . "Gentlemen, men ought not to look at the world through spectacles."

"The main trouble lies in the fact that, since 1870, the philologists have sat in their gymnasia laying main stress upon the subject-matter, upon the learning and knowing, but not upon the formation of character and the needs of life." . . . "The underlying principle" of the examinations "is that the pupil must, first of all, know as many things as possible. Whether this knowledge fits for life or not, is immaterial." . . . "We must turn aside from the principle that it is the theory we are after, and not the practice; the young man must be educated for practical life."

Nor is the following evidence of M. Jules Simon, formerly a distinguished minister of education in France, less forcible, with regard to the product of French education :

“I cannot help feeling that these boys who go from French rhetoric to Latin rhetoric, from German to history, from chemistry to mathematics, are left to themselves. They are not helped at all, because they are helped by too many people. There are professors, but no teachers; there are students and an audience, but no scholars; there is instruction, but no education. They make bachelors, licentiates, and doctors, but making a man is out of the question. On the contrary, they spend fifteen years in destroying his manhood. What do they turn out for the community? A ridiculous little mandarin, who has no muscles; who cannot leap a gate; who cannot give his elbows play, or fire a gun, or ride; who is afraid of everything. But, on the other hand, he is crammed with every kind of useless knowledge; he does not know the most necessary things; he can neither give advice to anybody else nor to himself; he needs guidance in everything. Feeling his weakness and having lost his leading-strings, he, as a last resource, throws himself into State socialism. ‘The State must take me by the hand, as the University has done up to now. It has taught me nothing but passive obedience. A citizen, did you say? I should, perhaps, be a citizen, if I were a man.’”

Although the words of M. Simon and of Emperor William may present only a one-sided view of the results of French and German education, yet they serve as a caution to Americans against hastily adopting foreign schemes of education or incorporating into courses of study a portion of foreign programmes. To develop American schools along the lines that our fathers laid down, and for the purposes and in the spirit that they cherished, is probably in accordance with the demands of American life and with the genius of American institutions. Peculiar difficulties and obstacles, arising from the conditions of American life, from the temperaments of our people, and from the character of our mixed population, must be removed or surmounted in our own way. In other words, our education must be American and not European; we must work out our own salvation with fear and trembling, but with profound faith that at last our people will be so trained as to reach even the lofty ideal of Milton: “I call, therefore, a complete and generous

education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

EVENING SCHOOLS.

EVENING ELEMENTARY SCHOOLS.

Marked progress has of late years been made in the Evening Elementary Schools. One reason for this improvement was the laying out of a course of study in 1888, which was adopted, and has since guided the instruction of the graded classes. Better classification followed, and more pupils have been taught together and better taught than formerly. The improvement in scholarship has been attended with improvement in conduct. Another cause of progress has been the awarding of diplomas to such members of the first classes as have done at least a passable winter's work and have passed an examination with questions prepared by the Board of Supervisors. The subjects of the examination are reading, dictation, the elements of English composition, arithmetic through simple interest, the elements of geography, of the history and civil government of the United States, and of physiology and hygiene. The number of diplomas awarded in March, 1891, was two hundred and seventy-one. Holders of diplomas are admitted, without examination, to the Evening High School.

It must not be supposed that, because so much interest is taken in the graded classes, there is less interest felt for the ungraded pupils. The adults who are learning to read, the boys and girls who know little of books and much of the rough and tumble of life, and the foreign-born whose knowledge of English is confined to a few phrases and who are soon to become American citizens, receive individual teaching and help; indeed, the centre of interest is and should be with them. The influence of the good work done in the

ungraded classes is far-reaching, and is an unanswerable argument for the existence and the generous support of Evening Schools.

The results of the instruction in Evening Elementary Schools would be much better, if two obstacles could be surmounted, viz. : (1) The irregular or short attendance of the pupils ; and (2) the employment of too many young, inexperienced, and inefficient teachers.

Much has been done by some principals to lessen the first evil. It requires tact, sympathy, encouragement, and effort to arouse and preserve the interest of some of the pupils, and, even with the coöperation of parents, to secure the regular attendance of indifferent boys and girls. It might be well, for the sake of these waifs, to authorize an officer to take them from the streets or other "loafing" places into school. But whatever may be done to lessen the evil, it will to some extent continue to exist ; for many pupils attend as regularly as they can, some of whom come when it would be wiser for them to remain at home. It must not, however, be inferred that pupils who attend school irregularly or only for a short period receive no good. They are at least started and make some progress in the right direction.

The second obstacle might be surmounted by employing in each class-room an able, experienced, and skilful teacher with as many carefully selected assistants as he or she needs. Such a teacher would be worth as much and should be paid as much as a teacher in the Evening High School.

THE EVENING HIGH SCHOOL.

This school has been and is one of the most useful institutions of the city. During its whole existence, under the successive administrations of Anderson, Nichols, Owen, Carrigan, and Paul, it has been directly and indirectly the source of great good, and has repaid many times its cost. This was true even in the dark period of its existence, when, driven

from its home to the little, inconvenient building on Harrison avenue, it seemed to languish. After it was established in its present convenient and commodious quarters, it began to attract the public gaze. The principal, full of enthusiasm, drew a host of pupils to the school. Although its publicity was offensive and its shortcomings were numerous, yet it secured the affections of its pupils and the confidence of the public. Lately, its work has been done so quietly and unobtrusively that its merits and its improved condition have not attracted public attention. Among the causes whose effect has been to raise the standard of scholarship are the following: (1) The examination for admission; (2) the pursuance of definite courses of instruction in the several departments of study; (3) the granting of certificates of proficiency.

Teachers in the Boston public day-schools and graduates from colleges, from the Boston Normal, Latin, High, Grammar, and Evening Elementary Schools, are admitted without examination. Other applicants are examined in reading, dictation, English composition, arithmetic through decimal and common fractions, and geography, with questions prepared by the Board of Supervisors. In the year 1890-91, about eight hundred candidates were examined for admission to the central school and its two branches, nearly two hundred of whom were refused admission.

The Evening High School has never had what is usually understood to be a course of study. In 1888, however, the School Committee adopted a course of instruction for each department of study pursued in the school. These several courses have since directed the instruction to certain ends, and have kept it, as a rule, within reasonable limits.

It may not be generally known that "the elective system" is firmly established in this school. It is doubtful whether even Harvard College allows more freedom in the choice of studies. There is, however, one exception to this free

selection : Such pupils as are known to be "weak" in certain elementary studies may be required to pursue those before electing higher studies. As a rule, pupils come here for a special purpose ; for example, to take penmanship and book-keeping, or Latin and French, or rhetoric and English literature, or algebra and geometry. There are some who study a few subjects one winter and higher or other subjects in several successive winters.

If pupils complete in the school a course of instruction in any department of study, they are *allowed* near the close of the term to be examined in the same with questions prepared by the Board of Supervisors. If the winter's work of the pupils and the results of their examination are satisfactory, certificates of proficiency are awarded to them. In March, 1891, four hundred and thirty-six different certificates were awarded, as follows : In English literature, 25 ; rhetoric, 31 ; elementary English composition, 53. In advanced German, 7 ; elementary German, 2 ; advanced French, 11 ; elementary French, 7. In Virgil, 1 ; Cæsar, 3. In penmanship, 31. In phonography, 34. In general arithmetic, 35 ; commercial arithmetic, 32 ; algebra, 6 ; plane geometry, 5. Advanced book-keeping, 32 ; elementary book-keeping, 111. History and civil government of the United States, 7. Physiology and hygiene, 3.

Diplomas of graduation may be awarded to such pupils as have earned certificates whose aggregate value is six or more according to the following schedule of values assigned to different certificates :

English	{	First-class certificate in English Literature	.	.	.	1
		Second-class " " " Composition	.	.	.	$\frac{1}{2}$
		Third-class " " " "	.	.	.	$\frac{1}{4}$
French	{	First-class certificate in French	.	.	.	1
		Second-class " " "	.	.	.	$\frac{1}{2}$
German	{	First-class certificate in German	.	.	.	1
		Second-class " " "	.	.	.	$\frac{1}{2}$

Latin	{	First-class certificate in Latin	.	.	.	.	.	.	1
		Second-class " " "	.	.	.	.	.	.	$\frac{1}{2}$
		Penmanship: First-class certificate in Penmanship	.	.	.	.	.	.	1
		Phonography: First-class certificate in Phonography	.	.	.	.	.	.	1
Arithmetic	{	First-class certificate in Arithmetic	.	.	.	.	.	.	$\frac{1}{2}$
		Second-class " " "	.	.	.	.	.	.	$\frac{1}{4}$
		Algebra: Certificate in Algebra	.	.	.	.	.	.	$\frac{1}{2}$
Geometry	{	Certificate in Plane Geometry	.	.	.	.	.	.	$\frac{1}{2}$
		" " Solid "	.	.	.	.	.	.	$\frac{1}{2}$
Book-keeping	{	First-class certificate in Book-keeping	.	.	.	.	.	.	1
		Second-class " " "	.	.	.	.	.	.	$\frac{1}{2}$
		History: Certificate in United States History and Civil Government,	.	.	.	.	.	.	$\frac{1}{2}$
		Physiology: Certificate in Physiology and Hygiene	.	.	.	.	.	.	$\frac{1}{2}$

In March, 1891, the first and the only diploma of graduation from the Evening High School was awarded to Max Paul Woldemar Kreutz.

The future of this school is assured, if it continue to improve. There are signs which indicate that the number of subjects studied is too small and that some departments need to be extended and deepened. It is already recognized that as the Evening Elementary Schools are well classified, governed, and taught, the standard of admission to the Evening High School may be raised without depriving of suitable instruction rejected candidates. Moreover, the standard of scholarship necessary for securing certificates of proficiency may be gradually raised without injustice to the pupils, provided their teachers are able and efficient. This school has been fortunate in securing, for the most part, experienced and successful teachers. It is these and only these who can make profitable the few hours the pupils spend here, and who can raise and maintain a high standard of scholarship.

It is doubtful whether citizens appreciate the moral and intellectual influence of this school. While it is of great practical value to this commercial city, it is at the same time a moral force and an intellectual centre. In a humble way, it does at least a part of the work that promoters of

"University Extension" hope to accomplish in this country. Levelling upwards, this school increases the power of gaining a living and of adding wealth to the city; makes more intelligent and better citizens; cultivates refinement; and enlarges the moral and intellectual resources of the people.

THE HORACE MANN SCHOOL FOR THE DEAF.

No Boston public school, whether established for a general or for a special purpose, accomplishes its objects with more skill and thoroughness than the Horace Mann School for the Deaf. In the words of Superintendent Seaver, it "is verily our most precious educational gem." An excellent description of its origin and growth, and, incidentally, of the great good it has here and, through its example, elsewhere accomplished, is given in school document No. 24, 1890. But the description is incomplete. There are indications that the oral method of teaching the deaf in the Horace Mann School is to produce even better results than were anticipated a few years ago.

"Visible Speech," invented in Edinburgh by Alexander Melville Bell after twenty years of study and investigation, and first used in England for instructing the deaf in 1869, was introduced in 1871, through the agency of his son, Alexander Graham Bell, into this school. Here training by means of visible speech has been given for twenty years by Miss Sarah Fuller and her assistants, with results that prove the power and beauty of human skill when directed to noble ends and when exercised with patience and fidelity.

It is, indeed, a great feat for a child who has never heard a sound, to communicate orally his thoughts and feelings to members of his family and to read responses from their lips. The deaf child, with this accomplishment, goes out into the world's stir and activity and "gets on" fairly well; he follows his calling and enjoys his life far better than if he had

never learned to talk and to read the lips. But, except at home and among friends, he is likely to be at a disadvantage — at least, he must meet obstacles to a free interchange of thought and feeling with others. How may some of these obstacles be surmounted? Miss Fuller's answer to this question illustrates the principle that controls her methods of instruction. The principle is, that deaf children should be taught and treated, so far as the ends to be reached and the circumstances permit, just as hearing children are taught and treated. Her answer to the question would be: After completing the course of instruction in the Horace Mann School, the pupils should be sent to a school with hearing children. The evidence thus far collected with regard to pupils who completed the course of study in the Horace Mann School and then entered a school with hearing pupils, shows that the presence and instruction of deaf pupils cause but slight, if any, inconvenience to teachers, and that the deaf reach at least as high a standard of scholarship as hearing pupils. As the good work goes on, we have reason to expect that the deaf, accustomed to meet and cope with the same difficulties as hearing pupils, will after leaving school be able to enter upon their work in life with but few of the disadvantages that arise from deafness, and with confidence that they can, for the most part, understand what is said to them and be understood when they address others.

On recommendation of the Board of Supervisors, the Committee on the Horace Mann School granted, last June, to three pupils certificates of having completed the course of study pursued here. The Board of Supervisors now recommend that diplomas of graduation from the Horace Mann School be granted to such of its pupils as shall have completed the course of study and passed a satisfactory examination.

The assistants in the Horace Mann School are carefully

selected from the best teachers in the other public schools. They must be gentle, sympathetic, patient, firm, self-sacrificing, and devoted to their work; they must possess good sense, tact, and skill; they must know the principles of education and the best methods of teaching. Entering upon their duties with such qualifications, they at once become pupils of Miss Fuller, who gradually trains them in the special art of teaching the deaf. After years of experience, they become expert in this art; and, were they to resign their places, it would be difficult, if not impossible, to fill the vacancies. It seems, therefore, reasonable that these assistants should be paid salaries commensurate with their skill and experience; at least, that the difference between the worth of an expert and the worth of a beginner should be marked by a greater difference in salary than is now the case. It would seem that a more just discrimination would be made, if a sliding scale of salaries were adopted for the assistants in this school.

INSPECTION AND EXAMINATION.

The work of inspection and examination done by the Supervisors or by the Board of Supervisors in the year 1890-91 may be summarized as follows:

1. The supervision of 1559 teachers, of whom 1401 taught in the day schools, and 158 in the evening schools. A brief report upon each of these, except 38, was made for the use of the committees on the schools.

2. Reports on the mode of government, on classification and promotion of pupils, and on the needs of the schools.

3. The special supervision of 114 teachers appointed on probation. Two supervisors, after independent investigation, reported upon each of these to the Board of Supervisors, who recommended confirmation, or an extension or a closure of probation.

4. (a) In the August vacation of 1890, the examination of 104 candidates for certificates of qualification, to 79 of whom the Board of Supervisors in the September following granted certificates. (b) The special examination of 13 candidates, at different times, to whom certificates were granted. (c) The examination of Normal-School pupils, to 65 of whom certificates were granted. The whole number of teachers' certificates granted in the year 1890-91 was 157.

5. Preparation of questions for the promotion examination from Primary to Grammar Schools; for the admission examination to the Latin Schools, to the High Schools, and to the Elementary Evening Schools; for the diploma examination of the Grammar Schools, of the third-year and the fourth-year classes in the High Schools, of the Latin Schools, and of the Normal School; and for the examination of candidates in the Evening High School for certificates of proficiency. The results of these various examinations, together with the previous records of the candidates, were presented to the Committee on Examinations, who decided what disposition to make of the candidates.

6. Canvassing the records of and making recommendations concerning pupils who, entering the High Schools on probation, spent one year there.

Some of the more important statistics of the examinations are printed in the appendix of this report.

In addition to the regular work, the Board of Supervisors, or the Supervisors severally, did much special work by request of the Superintendent or of some member or some committee of the School Board. In the latter part of May, in accordance with a request of the Committee on Examinations, the Board of Supervisors examined the fourth classes of the Grammar Schools in reading, dictation, composition, geography, and arithmetic. The main object of this examination was to set up a standard of scholarship to be reached by pupils who have half completed the course of

study for the Grammar Schools. The questions that were used are printed in the appendix of this report, and the results of the examination are on file in the office of the Board of Supervisors.

THE FUTURE OF THE SCHOOLS.

The changes lately made in the methods of public-school instruction have not, as yet, produced their legitimate and complete results. The Kindergartens, although adopted as the basis of instruction in Boston, have taught but a small portion of the many little children that are knocking for admission. When the demand for Kindergartens is fully met and they exist here in every school district, then we may expect to see a radical change in the purpose, spirit, and methods of instruction in the higher schools. The leaven of the Kindergarten will leaven the whole lump. The influence of the Kindergarten will be the stronger, because it is in full accord with the solid sense of the people and with the most enlightened sentiment. There is no doubt in the minds of thoughtful persons that such instruction as does not affect the life, does not refine the manners nor strengthen the moral purpose, and does not develop power and efficiency, is not only a waste of time, but also, when large numbers of children are concerned, a huge financial and social blunder. In accordance with this feeling, manual training and physical training have been introduced into the regular course of instruction, and the methods of teaching in the Primary Schools have become more real and natural.

When we search for the cause of certain shortcomings in the Grammar and High Schools, we are likely to think of multiplicity of studies; we are prone to say that instruction now-a-days is kaleidoscopic, that the impressions of one hour or one day are effaced by those of the next hour or next day,

and that but little knowledge so sinks into the mind as to become a permanent possession. Although this statement contains much truth, yet the want of permanency in the results of instruction is accidental. The real evil is deeper, and a more than superficial remedy must be found for it. The evil is — in the opinion of the writer of this report — the direct product of a false or, rather, of a narrow philosophy.

While the common sense of mankind teaches that the whole nature of the child — body, mind, and heart — should be educated, a common notion has prevailed that the school should educate the mind alone. Nor has the current psychology corrected this notion. Separated on the one hand from physiology and on the other hand from sociology, current psychology has become but little more than a logical consideration of the mental powers, according to the conception of some one man or of some school of philosophy; and — what is worse — the intellect has usually been made so prominent that the feelings and the will have been almost left in abeyance. The connection of mental life with organic life has received but little, if any, attention; even the nervous system, upon whose action the mental and spiritual life of man are so dependent, has been hardly touched by the current psychology. Moreover, the study of animal life, of savage life, of child life, and of man as shown in biography, history, and literature, has been lost to the common psychologist engaged in studying the workings of his own mind and in metaphysical speculations too fine or too lofty for common humanity.

Dr. Hopkins in this country and Froebel in Germany have taught that the whole nature of the child must be understood in order that he may be trained aright. "The whole child must be sent to school" and so trained there that his whole nature will grow in beauty and strength. Then the shortcomings of the schools will diminish; word-knowledge

without a basis of reality will disappear ; the minds of children will take in what is adapted to their nurture and culture ; and the powers to strive for and to accomplish will be strengthened and perfected.

In closing this report, the members of the Board of Supervisors are reminded of the sickness and absence of Supervisor Mason, who has given to us for sixteen years the benefit of his counsel and experience, and to the schools his faithful and efficient supervision. May the remembrance of the forty years of fruitful service that he has rendered the Boston schools be to him the source of great gratification and happiness.

Respectfully submitted,

For the Board of Supervisors,

ELLIS PETERSON.

APPENDIX.

PRIMARY SCHOOLS.

Tabular View of the Number of Hours a Week given to Studies and Exercises.

CLASS.	Opening Exercises.	Observation Lessons and Manual Training.	Language.	Arithmetic.	Drawing.	Music.	* PHYSICAL TRAINING AND RECESSES.		Summary.
							Phys. Trg.	Recesses.	
III.	$\frac{1}{2}$	3	13	$2\frac{1}{2}$	$1\frac{1}{2}$	1	1 $3\frac{1}{2}$	$2\frac{1}{2}$	25
II.	$\frac{1}{2}$	3	$11\frac{1}{2}$	$3\frac{1}{2}$	$1\frac{1}{2}$	1	$1\frac{1}{2}$ 4	$2\frac{1}{2}$	25
I.	$\frac{1}{2}$	3	$11\frac{1}{2}$	$3\frac{1}{2}$	$1\frac{1}{2}$	1	$1\frac{1}{2}$ 4	$2\frac{1}{2}$	25
Total No. of Hours..	$1\frac{1}{2}$	9	36	$9\frac{1}{2}$	$4\frac{1}{2}$	3	4 $11\frac{1}{2}$	$7\frac{1}{2}$	75
Total per cent. of Time	2%	12%	48%	$12\frac{2}{3}\%$	6%	4%	$5\frac{1}{3}\%$ $15\frac{1}{3}\%$	10%	100%

* The time assigned for recesses and not used therefor is to be spent in physical training.

GRAMMAR SCHOOLS.

Tabular View of the Number of Hours a Week given to Studies and Exercises.

Class.	Opening Exercises.	Elementary Science.	LANGUAGE.		Arithmetic.	Book-keeping.	Geography.	History and Civil Government.	Drawing.	Music.	Manual Training.	* PHYSICAL TRAINING AND RECESSES.		Summary of Hours.
			Oral and Written Exercises.	Reading.								Physical Training.	Recesses.	
VI.	$\frac{1}{2}$	$1\frac{1}{2}$	$5\frac{1}{2} | 4\frac{1}{2}$ 10		$4\frac{1}{2}$	.....	2	.....	$1\frac{1}{2}$	1	2	$1\frac{1}{2} | \frac{3}{2}$		25
V.	$\frac{1}{2}$	$1\frac{1}{2}$	$5\frac{1}{2} | 4\frac{1}{2}$ 10		$4\frac{1}{2}$	.....	2	.....	$1\frac{1}{2}$	1	2	$1\frac{1}{2} | \frac{3}{2}$		25
IV.	$\frac{1}{2}$	$1\frac{1}{2}$	$5 | 4\frac{1}{2}$ $9\frac{1}{2}$		$4\frac{1}{2}$	.....	$2\frac{1}{2}$	.....	$1\frac{1}{2}$	1	2	$1\frac{1}{2} | \frac{3}{2}$		25
III.	$\frac{1}{2}$	$1\frac{1}{2}$	$4\frac{1}{2} | 4$ $8\frac{1}{2}$		$3\frac{1}{2}$	.....	$2\frac{1}{2}$	2	$1\frac{1}{2}$	1	2	$1\frac{1}{2} | \frac{3}{2}$		25
II.	$\frac{1}{2}$	$1\frac{1}{2}$	$4\frac{1}{2} | 3\frac{1}{2}$ 8		$3\frac{1}{2}$	.....	$2\frac{1}{2}$	$2\frac{1}{2}$	$1\frac{1}{2}$	1	2	$1\frac{1}{2} | \frac{3}{2}$		25
I.	$\frac{1}{2}$	2	$4\frac{1}{2} | 3\frac{1}{2}$ $8\frac{1}{2}$		$3\frac{1}{2}$	$1\frac{1}{2}$	.....	3	$1\frac{1}{2}$	1	2	$1\frac{1}{2} | \frac{3}{2}$		25
Total No. of Hours.	3	$9\frac{1}{2}$	$29\frac{3}{4} | 24\frac{1}{2}$ 54		24	$1\frac{1}{2}$	$11\frac{1}{2}$	$7\frac{1}{2}$	9	6	12	$7 | 5$ 12		150
Total per cent. of Time.	2%	6.1%	$19.5\% | 16\frac{3}{4}\%$ 36.1%		16%	5%	7.3%	5%	6%	4%	8%	$4.3\% | 3\frac{1}{8}\%$ 8%		100%

* Time assigned for recesses and not used therefor is to be spent in physical training.

LATIN SCHOOLS.
Tabular View of the Number of Hours a Week given to Studies and Exercises.

Class.	English and History.	French or German.	Latin.	Greek.	Geography.	Elementary Science.	Mathematics.	Physical Training and Singing.	Study Hours.	Total.
VI.	6		5		2	Physiology, $\frac{1}{2}$	Arithmetic, $\frac{4}{1}$ Objective Geometry, $\frac{1}{2}$	2	5	25
V.	6		5		2 $\frac{1}{2}$	Physiology, Botany, $\frac{1}{2}$	Arithmetic, $\frac{2\frac{1}{2}}{1}$ Objective Geometry, $\frac{1}{2}$	2	5	25
IV.	5	3 $\frac{1}{2}$	5			Botany, Astronomical and Physical Geography, $\frac{1}{2}$	Algebra, $\frac{4}{1}$	2	5	25
III.	4	2	4	5			Review of Arithmetic, $\frac{3}{1}$	2	5	25
II.	4	2	4	5			Algebra, Plane Geometry, $\frac{3}{1}$	2	5	25
I.	2		4	4 $\frac{1}{2}$		Physics, $\frac{3\frac{1}{2}}{1}$	Plane Geometry, $\frac{4}{1}$	2	5	25
Total No. of Hours.	27	7 $\frac{1}{2}$	27	14 $\frac{1}{2}$	4 $\frac{1}{2}$	5	22 $\frac{1}{2}$	12	30	150
Total percent. of Time.	18%	5%	18%	9 $\frac{3}{4}$ %	3%	3 $\frac{1}{3}$ %	15%	8%	20%	100%

NOTE: Opening exercises occupy $\frac{1}{4}$ of an hour a day, or 1 $\frac{1}{2}$ hours a week. A half-hour a day is given to recess, or 2 $\frac{1}{2}$ hours a week. The remaining time is divided into 25 periods, each period, or "hour," being about 53 minutes.

HIGH SCHOOLS.

Tabular View of the Number of Hours a Week given to Studies and Exercises.

Class.	English.	History.	Foreign Language.	Mathematics.	Science.	Drawing.	Music.	Physical Training.	Study Hours.	Total.
First Year.	Till March 1, 4 After March 1, 1	Ancient, 2	4 or 5	Algebra, till March 1, 5 or 4 After March 1, 4 or 3	Botany, after March 1, 4	2	1	2	5	25
Second Year.	3	Mediaeval and Modern, 2	3 or 4	Algebra and Plane Geometry, 4 or 3	Zoölogy, 3 Elective substitute: Book-keeping.	2	1	2	5	25
Third Year.	3	Modern, with Civil Government, 3	3 Elective substitute: Phonography.	Plane Geometry, Review of Algebra and Arithmetic, 2	Physics, 3 Chemistry, 3 Elective substitute for Chemistry: Drawing.	3 Elective substitute: Chemistry.	1	2	5	25
Fourth Year.	Rhetoric and Composition, 3	Electives: English Literature, History, French, German, Latin, Advanced Algebra, Solid Geometry, Plane Trigonometry, Analytic Geometry, Physics, Chemistry, Astronomy, Drawing, Phonography, 12					1	2	5	23

NOTE: Opening exercises occupy $\frac{1}{4}$ of an hour a day, or $1\frac{1}{4}$ hours a week. A half-hour a day is given to recess, or $2\frac{1}{4}$ hours a week. The remaining time is divided into 25 periods, each period, or "hour," being about 55 minutes.

Examination of the Fourth Classes in the Grammar Schools.

BOSTON, TUESDAY, MAY 19, 1891.

DICTATION

FOR

Penmanship, and for Spelling, Punctuation, and use of Capitals.

At 9.10, A.M.

TO THE EXAMINER: Require each pupil to write, at the head of his sheet of paper, his name in full, the name of his school and class, and the subject and date of this examination. Tell him not to write in the margin nor to ask any questions concerning the examination. Read to the pupils the whole of the following, and then require them, as you slowly dictate, to write it on paper with pen and ink:

My Work in School.

I am in the fourth class of the Washington School. It is in a three-story building on School street. Miss Emma G. Porter is my teacher.

By following Miss Porter's instructions I have learned to be prompt, orderly, and industrious. I have the hardest work with the problems in arithmetic. Yesterday it took me two minutes and fifteen seconds to find how many square inches an acre contains. The last lesson in geography was from the globe, and was a review of the circles and zones.

About three o'clock last Thursday my teacher said, "How many of you have learned a piece of poetry to recite this afternoon?" I was called upon to recite one of Longfellow's poems, "The Village Blacksmith." This is the way it ends:

"Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought."

BOSTON, WEDNESDAY, MAY 20, 1891.

COMPOSITION.

From 9.10 to 10.30, A.M.

TO THE PUPIL: Use pen and ink. At the head of the sheet of paper which is to contain your answers, write your name in full, the name of your school and class, and the subject and date of this examination. Do not write in the margin. During the examination, ask no questions concerning it.

Take either A or B, but not both:

A

Write a letter to some friend. You may use the following topics or any others:

1. (a) The weather of May as compared with that of winter. (b) The grass; the plants and flowers; and especially the fruit trees filled with blossoms. (c) The birds and their nests.

2. (a) The school of which you are a member. (b) How long you have been connected with it. (c) Pleasant acquaintances; helpful teachers; and studies that you like best.

3. (a) Why you hope to graduate, in a few years, from the school. (b) What you intend to do after you have left school.

With ruler and lead pencil, draw on your sheet of paper the outline of an envelope. Direct the envelope to your friend — naming the town or city, the street and the number where he or she lives or is supposed to live. Indicate, on the envelope, the place of the postage-stamp.

B

1. Write, from topics of your own, the story of a fishing excursion.
 2. Fill each blank below with either *may* or *can* correctly used :
 - (a) — I take your pencil ? Yes, you — if you have none.
 - (b) I — jump down the steps ; — you ?
 - (c) I wish you would let me go home ; — I go ?
 - (d) — I go home ? Yes, you — go.
 - (e) — you use *may* correctly when you ask a question ?
-

BOSTON, THURSDAY, MAY 21, 1891.

GEOGRAPHY.

From 9.10 to 10.30, A.M.

TO THE PUPIL: Use pen and ink. At the head of the sheet of paper which is to contain your answers, write your name in full, the name of your school and class, and the subject and date of this examination. Place before the answers the same figures or letters that are before the questions. Do not write in the margin. During the examination ask no questions concerning it.

1. Explain the use of meridians and parallels.
 2. What are the occupations of the people of the Frigid Zones? Why?
 3. Either (a) name the mountain systems of North America, give their general direction, and show their relation to the river systems; or (b) name the river systems of Europe, and show their relation to the seas and oceans.
 4. (a) Mention the three largest political divisions of South America, and (b) state the chief exports of each of the three.
 5. State where the following productions are most abundant: Cotton, sugar, rice, tobacco, grain, lead, copper, silver, and gold.
 6. Either (a) describe a journey from Boston to San Francisco; or (b) describe a voyage from Havre to St. Petersburg.
 7. Answer either of the following questions: (a) Why is the coast-line of the Atlantic Ocean more favorable to commerce than the coast-line of the Pacific Ocean? (b) How would you explain the change of seasons during the year?
-

BOSTON, TUESDAY, MAY 19, 1891.

ORAL ARITHMETIC.

At 10 A.M.

TO THE EXAMINER: Require each pupil to write, at the head of his sheet of paper, his name in full, the name of his school and class, and the subject and date of this examination. Tell him not to write in the margin, nor to ask any questions concerning the examination. Begin the examination at 10 A.M. Read slowly and distinctly each question once, or, if *need* be, twice to the pupils; give them a reasonable time for finding the answer mentally; and require them, at a signal from you, to write it. As soon as the last question is answered, collect the papers and do not return them to the pupils. Then begin the examination in Sight Arithmetic.

1. Albert saved 180 ten-cent pieces. How many dollars did he save?
2. Ada paid 84 cents for 12 yards of ribbon. How much, at the same rate, should she pay for 7 yards?

3. Benjamin earned \$72, and gave to his mother $\frac{8}{9}$ of it. How many dollars did he give her?

4. Bertha bought 3 pints of oysters every Saturday. How many quarts of oysters did she buy in 12 Saturdays?

5. Charles dug 2 bushels and 2 pecks of potatoes, and sold them at 40 cents a peck. For how many dollars in all did he sell them?

6. Catherine's flower garden is a square, 8 feet 3 inches long. How many yards long was a string that she stretched around it?

7. David had a board that was $8\frac{1}{2}$ feet long. He sawed off of it a piece $2\frac{1}{4}$ feet long; and then sawed the remainder into pieces, each $\frac{1}{4}$ of a foot long. Into how many pieces did he saw the remainder?

8. Delia made into bread $\frac{2}{3}$ of a barrel of flour. How many hundredths of the flour did she make into bread?

9. How many days will it take Edgar to save \$15, if he save five cents a day?

10. Ella earned \$21 in $\frac{7}{10}$ of a month. How much, at the same rate, could she earn in $\frac{2}{3}$ of a month?

TO THE PRINCIPAL: Mark the examination in Oral and Sight Arithmetic as follows:

20, 19, or 18 right answers	.	.	1.	11, 10, 9, or 8 right answers	.	.	4.
17, 16, or 15 " "	.	.	2.	7, 6, 5, or 4 " "	.	.	5.
14, 13, or 12 " "	.	.	3.	3, 2, 1, or 0 " "	.	.	6.

Write, in red ink, the mark for the examination in Oral and Sight Arithmetic, in the upper right-hand corner of the paper containing the answers to the questions in Oral Arithmetic.

BOSTON, TUESDAY, MAY 19, 1891.

SIGHT ARITHMETIC.

From the close of the examination in Oral Arithmetic to 10.45 A.M.

TO THE PUPIL: Use pen and ink. At the head of the sheet of paper which is to contain your answers, write your name in full, the name of your school and class, and the subject and date of this examination. Place before the answers the same figures that are before the questions. Do not write in the margin. During the examination ask no questions concerning it. Solve the ten following problems *without using pen or pencil*, and write the answers only:

1. Frank had \$5.50. He spent $\frac{2}{5}$ of this for a pair of skates and \$0.20 for a polo stick. How much money had he left?

2. How much in all did Frances gain by buying 5 dozen pinks at 24 cents a dozen and selling them at 5 cents a pink?

3. The estate of George's father was valued \$1029008.675. Express its value in words.

4. Gertrude correctly found, without a moment's delay, 1000 times \$2.675. What do you find it to be?

5. Henry paid the gas bill for April. It was for 600 cubic feet of gas at \$2.50 for 1000 cubic feet. How much did he pay?

6. Helen's age was $\frac{1}{5}$ of Ida's, and Ida's age was $\frac{2}{3}$ of Julia's. What fractional part of Julia's age was Helen's?

7. Isaac cut two ropes, one 36 feet long and the other 48 feet long, into equal pieces as long as possible. How many yards long was each piece?

8. Isabel will spend $\frac{5}{9}$ of her vacation at the sea-shore, $\frac{1}{3}$ of it in the country, and the remainder at home. What fractional part of her vacation will she spend at home?

9. Jacob built a fence that was 18 rods $8\frac{1}{4}$ feet long. He built $\frac{1}{4}$ of a rod each day. In how many days did he build the fence?

10. Julia saved, each month of the year, a part of her earnings, as given below. How much did she save the whole year?

\$6.36
2.63
4.45
7.19
5.93
9.72
7.47
8.25
4.64
5.36
6.50
8.75

BOSTON, FRIDAY, MAY 22, 1891.

WRITTEN ARITHMETIC.

From 9.10 to 10.30, A.M.

TO THE PUPIL: Use pen and ink. At the head of the sheet of paper which is to contain your answers, write your name in full, the name of your school and class, and the subject and date of this examination. Place before the answers the same figures that are before the questions. Do not write in the margin. During the examination ask no questions concerning it. Solve the eight following problems, *using pen and ink*. Give the whole work:

1. Mr. Cashman bought at his grocer's the following articles: 25 gallons of molasses, at $\$0.62\frac{1}{2}$ a gallon; 248 pounds of sugar, at $\$0.04\frac{3}{4}$ a pound; 15 pounds of coffee, at $\$0.33\frac{1}{2}$ a pound; 5 barrels of flour, at $\$6.62\frac{1}{2}$ a barrel; and 48 gallons of oil, at $\$0.08\frac{5}{8}$ a gallon. He paid cash for the same. How much did he pay?

2. Mr. Blank's bill for 38.5 tons of coal was $\$206.745$. How much was the coal a ton?

3. Mrs. Housekeeper used 9 gallons, 3 quarts, and 1 pint of oil a month. If she paid $\$0.09$ a gallon, how much did the oil cost her for 8 months?

4. Mr. Eastman owned 5200 acres of western land. He gave .17 of it to one son and .33 to his other son, and then divided the remainder into 100-acre lots. Into how many lots did he divide the remainder?

5. For how much did Mr. Belmont sell $105\frac{3}{5}$ acres of land, at $\$78\frac{2}{3}$ an acre?

6. In a school, $\frac{9}{4}$ of the pupils were good readers; $\frac{1}{3}$, passable readers; $\frac{1}{16}$ poor readers; and the others, excellent readers. What fractional part of the school were excellent readers?

7. What did Mr. Landowner receive for 5 acres, 26 square rods, and $181\frac{1}{2}$ square feet of land, at $\$0.02$ a square foot?

8. Mrs. Cutter made from $16\frac{2}{3}$ yards of cloth as many garments as could be made, each containing $\frac{2}{3}$ of a yard. What fractional part of a yard had she left?

TO THE PRINCIPAL: Mark the examination in Written Arithmetic as follows:

8	right answers	.	.	.	1.	3	right answers	.	.	.	4.
7 or 6	"	"	.	.	2.	1 or 2	"	"	.	.	5.
5	"	"	.	.	3+	0	"	"	.	.	6.
4	"	"	.	.	3.						

**General Examination of Candidates for Certificates of Qualification
to teach in the Boston Public Schools, August, 1890.**

GRADES.	Whole number of Candidates.	Number who withdrew from the examination.	Number to whom certificates were not granted.	Number to whom certificates were granted.	Number who having been refused certificates for which they had applied were granted lower certificates.	Whole number to whom certificates were granted.
First Grade.....	20	—	5	15	—	15
Second Grade.....	10	1	1	8	5	13
Third Grade.....	11	—	9*	2	—	2
Fourth Grade.....	24	—	2	22	1	23
Kindergarten ..	16	2	1	13	—	13
Cookery.....	4	—	1	3	—	3
Sewing.....	4	1	2	1	—	1
Drawing	8	4	1	3	—	3
Penmanship ..	1	—	—	1	—	1
Phonography ..	1	—	—	1	—	1
Vocal and physical culture..	1	—	—	1	—	1
French and German	4	—	1	3	—	3
Total.....	104	8	23	73	6	79

* Eight of the nine were not refused certificates, but were credited with such examinations as were either excellent or good.

Special Examination for Certificates of Qualification.

Thirteen candidates specially examined to fill vacancies were awarded certificates as follows: Six in drawing, two in physical training, two in phonography, one in penmanship; one a third-grade and one a fourth-grade certificate.

Teachers on Probation.

No. of teachers appointed on probation from Sept. 1, 1890, to Sept. 1, 1891	114
No. of these who were graduated from the Boston Normal School	59
No. of teachers whose term of probation regularly expired in that year,	114
No. of the latter who were regularly recommended by the Board of Supervisors and confirmed by the School Committee.....	94
No. whose probation was extended and who were afterward confirmed,	5
No. whose probation was extended beyond that year.....	2
No. who resigned before confirmation.....	11
No. confirmed whose term of probation had been extended into that year from a previous year.....	4

Promotions from Primary to Grammar Schools.

No. of pupils examined for promotion from Primary to Grammar Schools, in February, 1891	430
No. of these promoted to Grammar Schools	421
No. not promoted to Grammar Schools	9
No. of pupils examined for promotion in June, 1891	5,532
No. of these promoted to Grammar Schools	5,415
No. not promoted to Grammar Schools	117

Examination for Diplomas in 1891.

SCHOOLS.	No. of Candidates for Diplomas.	No. granted Diplomas.	No. refused Diplomas.
Normal	65	65	.....
Boys' Latin	41	41	.....
Girls' Latin	13	13	.....
English High	160	150	10
Girls' High { 4th year	65	65	.....
{ 3d year	114	107	7
Charlestown High	24	22	2
Roxbury High { 4th year	14	14	.....
{ 3d year	69	69	.....
Dorchester High	50	47	3
East Boston High	22	20	2
West Roxbury High	31	30	1
Brighton High	19	19	.....
Grammar	2,499	2,413	86
Total No.	3,186	3,075	111

NOTE: Of the 25 refused High School diplomas, 22 were granted certificates of Honorable Mention. Of the 86 refused Grammar School diplomas, 46 were granted certificates of Honorable Mention.

Probationers in High Schools.

No. of pupils who entered the High Schools on probation in September, 1890	177
No. of these who left school before the close of the year	58
No. who were allowed to remain in school	117
No. whose probation was closed in June, 1891	2

No. of graduates from the Grammar Schools in June, 1891, who were allowed to enter the High Schools "clear"	1,940
No. of graduates from the Grammar Schools in June, 1891, who were allowed to enter the High Schools on probation	473

BOSTON SCHOOL REGIMENT.

GEN. HOBART MOORE, INSTRUCTOR IN MILITARY DRILL.

ROSTER, 1890-91.

Colonel. — Carleton E. Noyes.

Lieutenant-Colonel. — M. A. Aldrich.

FIRST BATTALION. (English High School.)

Major. — J. Robbins.

Adjutant. — A. W. White.

Quartermaster. — C. C. A. Ames.

Sergeant-Major. — E. De Wolf Wales.

COMPANY A. — *Captain.* — G. W. Hayden; *First Lieutenant.* — B. S. Frost; *Second Lieutenant.* — R. Pope.

COMPANY B. — *Captain.* — C. A. Meserve; *First Lieutenant.* — E. H. Wright; *Second Lieutenant.* — W. E. Foster.

COMPANY C. — *Captain.* — T. J. Johnson; *First Lieutenant.* — F. H. Smith, Jr.; *Second Lieutenant.* — T. J. Coyne.

COMPANY D. — *Captain.* — T. T. French; *First Lieutenant.* — F. H. Brown; *Second Lieutenant.* — A. L. Churchill.

COMPANY E. — *Captain.* — S. K. Clapp; *First Lieutenant.* — G. A. Bleyle; *Second Lieutenant.* — C. H. Miller.

COMPANY F. — *Captain.* — L. A. Abbott; *First Lieutenant.* — H. G. Chesley; *Second Lieutenant.* — J. Lyons.

COMPANY G. — *Captain.* — H. P. Wood; *First Lieutenant.* — E. C. Ful-
lerton; *Second Lieutenant.* — W. H. Graves, Jr.

COMPANY H. — *Captain.* — L. A. Hall, Jr.; *First Lieutenant.* — A. F. Heald; *Second Lieutenant.* — A. G. Berenson.

SECOND BATTALION.

Major. — A. Henderson (Charlestown High School).

Adjutant. — A. E. Wellington (East Boston High School).

Quartermaster. — G. S. Holmes (Roxbury High School).

Sergeant-Major. — H. G. Hamlet (Dorchester High School).

COMPANY A. (Roxbury High School.) — *Captain.* — G. H. Brazar; *First Lieutenant.* — H. L. Friend; *Second Lieutenant.* — J. G. Cleary.

COMPANY B. (Dorchester High School.) — *Captain.* — A. H. Heard; *First Lieutenant.* — J. H. McNabb; *Second Lieutenant.* — A. E. Boxford.

COMPANY C. (Roxbury High School.) — *Captain.* — P. S. Hatch; *First Lieutenant.* — A. Gerger; *Second Lieutenant.* — W. F. Spinney.

COMPANY D. (Dorchester High School.) — *Captain.* — G. E. Breckenridge; *First Lieutenant.* — E. D. Barry; *Second Lieutenant.* — F. N. Swain.

COMPANY E. (Charlestown High School.) — *Captain.* — R. S. Brown; *First Lieutenant.* — B. F. Moore; *Second Lieutenant.* — J. P. Maloney.

COMPANY F. (Brighton High School.) — *Captain.* — C. B. Wormelle; *First Lieutenant.* — H. C. Sanderson; *Second Lieutenant.* — G. A. Marsh.

COMPANY G. (West Roxbury High School.) — *Captain.* — H. A. Withington; *First Lieutenant.* — C. B. Wetherbee; *Second Lieutenant.* — J. L. Mosman.

COMPANY H. (East Boston High School.) — *Captain.* — F. H. Carruthers; *First Lieutenant.* — J. R. Sweeney; *Second Lieutenant.* — J. A. Benson.

COMPANY I. (East Boston High School.) — *Captain.* — O. H. Pitcher; *First Lieutenant.* — A. E. Wellington; *Second Lieutenant.* — D. F. Savage.

COMPANY K. (Charlestown High School.) — *Captain.* — W. H. Cate; *First Lieutenant.* — A. V. Lincoln; *Second Lieutenant.* — F. W. Sanderson.

COMPANY L. (Roxbury High School.) — *Captain.* — A. E. Montgomery; *First Lieutenant.* — J. V. Godfrey; *Second Lieutenant.* — C. E. Littlefield.

COMPANY M. (Roxbury High School.) — *Captain.* — J. B. Howe; *First Lieutenant.* — R. Weil; *Second Lieutenant.* — L. W. Wiggin.

THIRD BATTALION. (Latin School.)

Major. — E. Arthur Baldwin.

Adjutant. — Herbert A. Sleeper.

Quartermaster. — Josiah Bon.

Sergeant-Major. — George C. Hollister.

Drum-Major. — Edward L. Perry.

COMPANY A. — *Captain.* — Frank W. Merriman; *First Lieutenant.* — Arthur P. Teele; *Second Lieutenant.* — William L. F. Gilman.

COMPANY B. — *Captain.* — Jerome C. Smith; *First Lieutenant.* — Charles F. Eveleth; *Second Lieutenant.* — James Hewins.

COMPANY C. — *Captain.* — Frank W. Grinnell; *First Lieutenant.* — Evan W. D. Merrill; *Second Lieutenant.* — Robert P. Clarkson.

COMPANY D. — *Captain.* — Parker W. Whittemore; *First Lieutenant.* — David P. Wilder; *Second Lieutenant.* — Frank P. Dodge.

COMPANY E. — *Captain.* — Austin M. Pinkham; *First Lieutenant.* — Frederick S. Snow; *Second Lieutenant.* — Frederick M. H. Dowd.

COMPANY F. — *Captain.* — Frank S. Frisbee; *First Lieutenant.* — Daniel F. Field; *Second Lieutenant.* — Frederic Gillmore.

COMPANY G. — *Captain.* — George L. Lincoln; *First Lieutenant.* — James E. Molloy; *Second Lieutenant.* — Clarence G. Bearse.

COMPANY H. — *Captain.* — Lee W. Woolston; *First Lieutenant.* — Michael J. Cuddihy; *Second Lieutenant.* — Henry F. Knight.

FOURTH BATTALION. (English High School.)

Major. — W. F. Patten.

Adjutant. — E. F. Damon.

Quartermaster. — C. D. Sawyer.

Sergeant-Major. — J. H. Edmonds.

COMPANY A. — *Captain.* — C. E. Watson; *First Lieutenant.* — E. M. Devereaux; *Second Lieutenant.* — E. E. Mead.

COMPANY B. — *Captain.* — C. C. Taft; *First Lieutenant.* — C. B. Royce; *Second Lieutenant.* — F. W. Carpenter.

COMPANY C. — *Captain.* — A. C. Jones; *First Lieutenant.* — A. M. Hamlin; *Second Lieutenant.* — W. F. Mahoney.

COMPANY D. — *Captain.* — N. H. Daniels, Jr.; *First Lieutenant.* — F. A. Costello; *Second Lieutenant.* — W. F. Stevens.

COMPANY E. — *Captain.* — J. C. Dickerman; *First Lieutenant.* — G. E. Wendell; *Second Lieutenant.* — F. R. Emery.

COMPANY F. — *Captain.* — P. B. Boultenhouse; *First Lieutenant.* — F. E. Wells; *Second Lieutenant.* — G. Defren.

COMPANY G. — *Captain.* — H. J. Louis; *First Lieutenant.* — D. N. Carpenter; *Second Lieutenant.* — B. J. McMorro.

COMPANY H. — *Captain.* — J. Rowe; *First Lieutenant.* — W. D. Parker; *Second Lieutenant.* — J. A. Hughes.

INDEX.

	Page
ANNUAL REPORT OF THE SCHOOL COMMITTEE	3
Statistics	3
Expenditures	5
Normal School	9
Latin and High Schools	12
Grammar Schools	13
Primary Schools	14
Kindergartens	16
Evening Schools	16
Courses of Study	17
Manual Training	19
Physical Training	24
School-houses	25
Medical Inspectors	27
Truant School	31

APPENDIX.

ELEVENTH ANNUAL REPORT OF SUPERINTENDENT OF SCHOOLS	3
Statistics	3
Promotions	5
Pupils Leaving School before Graduation	7
The Course of Study	10
Moral Training	16
Physical Training	19
Recess	22
Elementary Science	25
Manual Training	29
Drawing	32
Music	35
The Examination and Certification of Teachers	36
Corporal Punishment	40

	Page
STATISTICS FOR THE HALF-YEAR ENDING JAN. 31, 1891	44
REPORT OF THE COMMITTEE ON ACCOUNTS	73
SEMI-ANNUAL STATISTICS, JUNE, 1891	98
ANNUAL SCHOOL FESTIVAL, 1891	121
FRANKLIN MEDALS, LAWRENCE PRIZES	131
DIPLOMAS OF GRADUATION	134
ORGANIZATION OF THE SCHOOL COMMITTEE, 1891	175
THIRTEENTH ANNUAL REPORT OF THE BOARD OF SUPERVISORS, 1891, .	217
ROSTER OF THE BOSTON SCHOOL REGIMENT, 1891	289

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